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ABSTRACT

Two hundred and fifty talented children in grades 4-9 from suburban school districts in Allegheny County, Pennsylvania, participated in the pilot program, Career Education Program for the Talented (CEPT). Practicing professional artists discussed their careers at monthly Saturday workshops which focused on the incorporation of the arts (music, art, creative writing, dance, drama, and media) into work situations (advertising, entertainment, education, business and law, government, psychology and mental health, religion and science, and communications). After the professionals demonstrated materials and techniques used in their jobs, students put this information into practice in follow-up activities. Other program activities involved a coordinator evaluation of the presentations, parent participation and survey, development and evaluation of a curriculum packet (available separately as ED 177 778) and curriculum information packet for student orientation, pre- and post-testing of student career knowledge, student evaluation of the workshops, and development and administration of a student career awareness checklist. (Appendixes, amounting to over one-half of the report, include the forms and results of the following: coordinators' logs, parent questionnaire, career knowledge survey, career information packet, career awareness checklist, and demographic questionnaire. The career information packet is also provided.) (YLB)

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ED182549

FINAL PERFORMANCE REPORT

CAREER EDUCATION PROGRAM FOR THE TALENTED

ALLEGHENY INTERMEDIATE UNIT

February 1979

CE 024 172

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grant Number: G0077C0107

Nature of Report: Final Report

Project Title: Career Education Program for the Talented

Period Covered by this Report: October 15, 1977, through December 31, 1978

Category of Project: Special Segements - Talented

Name of Project Director: Susan U. Fletcher

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)				133						(98)	(149)
MIDDLE/JUNIOR HIGH (7-9)		4	7	107				253			
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS				6							
COUNSELORS											
ADMINISTRATORS											
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				18							
PARENTS				5							
OTHER (specify)											
TOTAL											

OE FORM 467, 2/76

I. Major Activities

Process Objectives:

A. Between 400 and 550 talented students from grades 4-9 will be selected from 46 school districts, non-public schools and special education centers located in Allegheny County.

On October 26, a letter (see appendix) was sent to the 46 school districts in Allegheny County, seven special education centers, and the Diocese of Pittsburgh asking each to identify 12 students in grades 4-9 who demonstrated talent in one of six art areas. Twenty-six school districts, two special education centers and the Diocese of Pittsburgh responded providing the names of 334 students. These students were contacted by letter (see appendix) and advised of a meeting for students and parents on January 4, 1978, to explain the program. Seven hundred parents and students attended the January 4th meeting during which the C.E.P.T. program was explained. A reminder memo (see appendix) was sent to students and parents during the week following the meetings.

B. Each participant will be exposed to possible career choices, in seven occupational clusters (advertising, entertainment, education/criticism, business/law, psychology/mental health, religion and science) as they relate to the students specific talent in music, art, creative writing, dance, drama, and media. (The activities reflect some variations in the objective).

Each Saturday session was devoted to several specific career areas. Practicing professionals were asked to speak to the participants concerning the relationship between their work and the art area of most interest to the student.

Consultants were:
February (advertising, entertainment, communication).

1. Fred Albitz — Broadcast Advertiser
2. Amy Droz — Producer of Children's Television, KDKA TV
3. George Elmer — Technical Director, Pittsburgh Public Theatre

March (education, social science, psychology, religion)

1. Thomas Flynn — Minister of Music, Southminster Presbyterian Church
2. Thomas Fralic — Teacher of Interdisciplinary Studies, Carnegie Museum
3. Donna Hallen — Dance Therapist, Pittsburgh Child Guidance Center

April (business science, government, law)

1. Otis Morse — Executive Director, Pennsylvania Council in the Arts
2. Robert Dodds — Estates Lawyer with special interest in art collection and copyright law
3. John Yandel — Self-employed fashion illustrator and free-lance photographer
4. Margaret Skinar — Kinesiologist, dancer, University of Pittsburgh

May (careers in the arts and the interrelation of the arts)

1. Alan Sher — Musician/Director, Irene Kaufmann School of Music.
2. Thaddeus Mosley — Wood Sculptor, Pittsburgh Artist of the Year, 1977.
3. Tom Murphy — Creative Writing Teacher, Shadyside Academy.
4. Imaginarium Staff — Carnegie Institute of Pittsburgh.

C. A variety of materials and techniques used by practicing professionals will be demonstrated to the student in the area of his unique talent.

Professionals used slides, videotaped film, charts, skeletons and bones, camera equipment, murals painted on walls, and piano in their demonstrations to students. The information was presented by using lectures, group discussions, questions and answers, concerts, and role playing.

D. Parents will be exposed to talent opportunities appropriate for their children while serving as volunteers for workshop activities.

Parents were invited to participate as volunteers/observers and twelve parents were involved in this capacity. Most of the students came in car pools to minimize the trip for the parents and since the program met on Saturdays, most parents used the time while the students were at the sessions to do shopping.

E. A curriculum packet will be developed by the program staff for their use and will be made available for dissemination to other agencies to use in the design and development of similar career explorations.

The curriculum packet was developed for each session and is being distributed to educational institutes who request it. (See Appendix.)

F. A Career Information Packet for use by students will be developed by the program staff. Materials included in the packet will be designed to orient the student participants and C.E.P.T. and to provide them with an understanding of the topics of each exploration/workshop session.

A Career Information Packet has been included that was distributed to the students.

G. 80% of the participants will successfully complete projects in their chosen career area; students will be encouraged to share these in the regular school setting.

The students worked in their Saturday sessions on the development of projects. Either they continued work on the project with their teachers in the regular classroom or described the work on their projects to the regular classroom teacher and class. Those students who did outside work on their projects gave presentations that were of a high quality. When the students had shared their projects in the regular school setting, the teachers signed a slip indicating the students' contribution.

H. 80% of the participants will interview at least one practicing professional from their talent area using the interview guide sheet.

Students in each of the six art areas developed an interview guide sheet to use in completing this objective. The students would make contacts on their own if they knew someone in a particular art area or they were innovative and called local business and community institutions to inquire about setting up an interview. Also students made contacts through professionals that their parents and teachers knew. The students felt a good sense of accomplishment at doing the interview and were pleased with what they learned by interviewing the practicing professionals. The coordinators felt that the interviews were of a high quality.

Learner objectives

A. Students will significantly increase their knowledge of the various careers presented in the workshops related to their specific area of talent.

The students were informed a month ahead of time of the practicing professionals who would be speaking. Because of the students' high interest in learning about careers in the various art areas, they would formulate questions prior to the meeting to ask the practicing professionals. Also the students were motivated to ask pertinent questions after a presenter had given the formal part of his presentation.

B. Students will be made aware of career possibilities not presented in a regular school setting.

Students had the opportunity to interact with a wide variety of established professionals who were not exclusively involved in arts performances. Instead of the professional only performing for the students, the workshops stressed the communication of ideas related to careers.

II. Project Participants

The 46 school districts in the Allegheny Intermediate Unit, the seven special education centers, and the Diocese of Pittsburgh were asked to identify twelve students in grades 4-9 who exhibited talent in one of the art areas. Through this screening procedure, 253 talented students in grades 4-6 and 7-9 participated in the workshops. Talented school-age persons were identified as those who consistently display creative potential at an early age and later develop skills and outstanding abilities to perceive, understand, create, perform and respond to artistic activities.

The vast majority of those students who attended the program were Caucasian. There were seven black participants and four Orientals. American Indian and students with Spanish surnames were not represented in the project.

III. Evaluation

The first process objective states that between 400 and 550 talented students from grades 4-9 will be selected from 46 school districts, nonpublic schools and special education centers located in Allegheny County. A total of 253 students participated in the project: 251 from school districts and 2 from the Pittsburgh Diocese. Table One shows the results of the demographic questionnaire. Included in this table is the breakdown of students by school district. Listed are thirty-one districts that planned to participate. All districts but two had at least one participant. The maximum participants from a single district was seventeen.

The breakdown by grade level of project participants was evenly split between the two levels. Level one (grades 4, 5, 6) had 133 participants while level two (grades 7, 8, 9) had 118.

The number of students actually participating in the project was half the number predicted. This occurred because the first three sessions were cancelled due to weather and had to be rescheduled, causing attrition. In addition, although a central location was chosen for the sessions, students from outlying districts had to travel 25 or 30 miles to attend. This factor, too, limited the number of participants.

Tables one and two further describe major art area of interest, sex and race of participants, and parental education level.

It is interesting to note that female participation was greater than male participation by a 3 to 2 ratio. This ratio though did not hold true in participation in all art areas. In the media area boys outnumbered girls by 4 to 1. In dance, girls outnumbered boys 20 to 1. No conclusions have been made about this disparity. It could have been affected by the selection process or by traditional cultural expectations.

The second process objective indicated that students will be exposed to possible career choices in the occupational clusters (advertising, entertainment, education/criticism, business/law, psychology/mental health, religion, and science). Each presentation except one was given twice -- once for each grade level.

The presentations were:

<u>Media</u>
- Television and radio advertising
- Producing a TV show
- Photography

<u>Creative Writing</u>
- Creative Writing

<u>Music</u>
- Music and the ministry
- Music Education

Drama

Technical aspects of managing the Pittsburgh Public Theater

Dance

Dance Therapy
Anatomy and Art

Art

Art and the Law
Art Education
Sculpting
Pennsylvania Council of the Arts

To evaluate the content of each presentation each coordinator rated the presentations in 3 categories. They were to determine:

1) if the presenter described the talent, personality and physical requirements related to the career presented.

2) if the presenter indicated the training/education and financial requirements necessary to prepare for the career.

3) if the presenter described the advantages and disadvantages of the career in terms of economic, social and geographic considerations.

The coordinators logs, which contained this evaluation, were reviewed and analyzed. Responses are presented in Appendix A. The majority of the presentations covered all three areas.

Objective three states that multiple materials and techniques utilized by professionals will be demonstrated to the students in the area of his/her unique talent(s). This was to insure that students received a variety of instruction in each area. Coordinator logs documented the use of materials and techniques.

A chart depecting the number of different materials and techniques used are shown in Table Three.

TABLE 3

Number of Different Materials and Techniques Used

	Number of Presenters who used less than 2	Number of Presenters who used 2 or more
MATERIALS	5	8
TECHNIQUES	0	13

Sixty-two percent of the presenters used two or more different types of materials in their presentations. The most common types of materials used were hand-outs and audio/visuals. Some of the most unusual were murals painted on walls, piano, skeleton, and camera equipment. All of the presenters used two or more techniques. The most common were lecture, group discussion, and questions and answer. The most unique techniques used were slide presentations, a concert, and role playing.

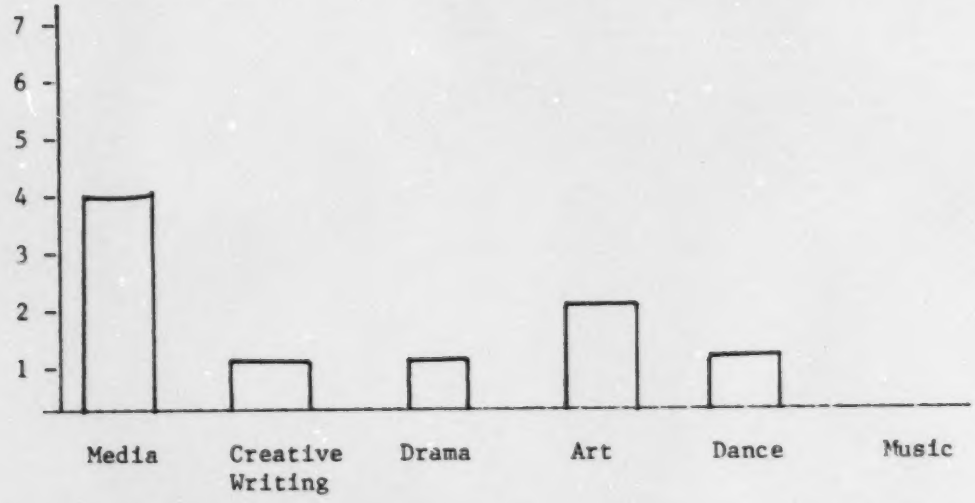
It can be concluded that students were exposed to an interesting variety of presentation methods and techniques designed to illustrate the relationship of talent to career.

The fourth process objective deals with involving parents in the project. The objective states that parents who serve as volunteers will be exposed to talent opportunities appropriate for their child's talents.

Parents were invited to attend all workshops. The parental questionnaires were distributed at the last workshop and sent to every parent who was there for a complete day. Out of 18 questionnaires distributed, 9 were returned.

Graph One shows the breakdown of child's talent area for parents who responded to the questionnaire.

Graph 1
Breakdown of Child's Talent Area of Children
Whose Parents Completed a Parent Questionnaire



Of the parents who completed the questionnaire, the majority (5 parents) attended only one session. Graph 2 shows the number of presentations/workshops parents attended.

Graph 2
Number of Presentations/Workshops Attended by Parents
Who Completed a Parent Questionnaire

Parents were requested to identify at least five career choices that they were exposed to which could offer possible future employment opportunities for a child such as theirs. Results for this section along with General Comments are in Appendix B. The career choices selected by parents were not broken down by child's talent area due to the low number of questionnaires distributed and the even lower number of questionnaires returned. Advertising and photography were selected the most often with three responses each.

Parent participation was obviously low. We assume that one reason for such limited participation is the fact that parents could only observe the sessions as opposed to actively participating. Also, taking time to attend Saturday sessions was often difficult for parents because of family and home responsibilities.

The fifth objective stated that a curriculum packet would be developed by the Program Staff for their use and will be made available for dissemination to other agencies to use in the design and development of similar career explorations.

A form was developed by the evaluation specialist to be used by outside third party evaluators to judge the completeness of the curriculum on several criteria. The Curriculum Evaluation Form also was solicited with respect to suggested additions or deletions, especially for any sections which they consider to be incomplete.

The Curriculum Evaluation Form was completed by members of the G.A.T.E. staff. Results are contained in Appendix C.

The majority of the responses fell into the top two categories. This suggests that the curriculum evaluators felt the curriculum was moderately to very complete.

The sixth objective stated that a Career Information Packet would be developed by the program staff for student use. The Packet was to be designed to provide students with an understanding of the topics explored in each

talent areas' information packet. The packet was developed and evaluated by the students. They were asked to rate each section - program goals, schedule of events, overall description of each session's topic, specific description of careers and follow-up activities - which was included in the packet.

The criteria for success in this objective was that 80% of the students would rate each section with at least a 4 on a 5 point scale. This criteria was met for each section. The results can be found in Appendix D.

In addition, students were asked to indicate on the evaluation form what they expected to gain from the CEPT program. Results are also included in Appendix D. 78% of the students wanted to gain an awareness of careers in many art areas while 75% wished to gain an awareness of careers in their area of art interest. 74% stated they hoped to increase their knowledge of different career opportunities in many art areas. 79% of the participants wanted to acquire knowledge of different careers in their area of art interest.

The first learner objective stated that students would significantly increase their knowledge of the various careers presented in the workshops related to their specific area of talent. All students were administered the same test as a pretest in January and a posttest in June. The test was a 24 item multiple-choice and true/false test.

The test was reviewed by a reading specialist at the Allegheny Intermediate Unit to determine the reading level required to understand the items. The reading level was determined to be between seventh and eighth grade level. Although the reading level may have been beyond the range of some of the students, only minor revisions were able to be made due to the technical aspects and vocabulary of many of the careers.

The results of the tests indicated that on the average students increased their knowledge about careers during project implementation.

A two-way analysis of variance with repeated measures on the time factor was not done due to the unequal number of students within each cell (grade level by time of test). This analysis was not necessary for the determination of the achievement of the objective. Instead matched pairs t-tests were done overall and by the two levels. Results may be found in Table 4.

TABLE 4

CAREER EDUCATION PROGRAM FOR THE TALENTED
Career Knowledge Survey

	Pretest			Posttest			Gain			
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	t
Overall	86	14.80	3.86	86	16.05	5.05	86	1.24	4.09	2.81*
Grade Level 1 (grades 4, 5, 6)	54	13.46	3.47	54	15.15	4.79	54	1.69	4.45	2.79*
Grade Level 2 (grades 7, 8, 9)	32	17.06	3.44	32	17.56	5.21	32	0.50	3.34	0.85

*significant at the .01 level

Note: $\underline{N}$ = number of students
$\bar{X}$ = mean (average)
S.D. = standard deviation
t = statistical test of significance

The group overall and grade level one (grades 4, 5, 6) were both significant at the .01 level. Grade level two (grades 7, 8, 9) showed an increase of 0.50 points from pretest to posttest. While this is a positive increase it is not highly statistically significant.

The item frequencies for each item on the pretest and posttest are included in Appendix E.

The test-retest reliability for the overall group was .61 based on a sample of 86 students. The test-retest reliability was .46 with a sample of 54 and .78 with a sample of 32, for grade level one and grade two, respectively.

The reliability coefficients for both groups and overall are low. If the project would have been continued the results of the test validation computed on the test items could have been used to revise the items and thus hopefully make the test more stabile.

The second learner objective stated that 80% of the participants would successfully complete projects in their chosen art area. The projects were to be evaluated by the area coordinator.

A Project Checklist was designed to assess student projects on several categories using a five point scale (5=high, 4=moderate, 3=adequate, 2=inadequate, 1=not at all). The area coordinator completed the checklist for each student during the presentation of the student's project.

The majority of the students were rated in the top two slots for all categories. The following table shows the ratings.

TABLE 5

CAREER EDUCATION PROGRAM FOR THE TALENTED
Project Checklist

	High		Moderate		Adequate		Inadequate		Not at all	
	N	%	N	%	N	%	N	%	N	%
Relationship to talents used in the specified career choice.	55	61.11	20	22.22	13	14.44	2	2.22	0	0.00
Use of the students own talents.	53	48.18	35	31.82	21	19.09	1	0.91	0	0.00
General artistic quality.	48	43.64	48	43.64	13	11.82	1	0.91	0	0.00
Innovativeness/Creativity	51	46.36	41	37.27	18	16.36	0	0.00	0	0.00
Organization of material.	35	31.53	42	37.84	29	26.13	5	4.50	0	0.00
Communication to audience.	33	30.00	52	47.27	21	19.09	4	3.64	0	0.00

	Yes		No	
	N	%	N	%
Did student present a project in his/her regular classroom.	54	36.99	92	63.01

Thirty-seven percent of the participants presented their project to their regular classroom.

The mean overall score (from a possible 30 points) for 111 students was 24.31 (see Appendix F). The mean scores for each art area are as follows: Creative writing participants had an average of 27.67 points on the project

checklist. Music participants had an average of 25.64 points. Drama students only received an average of 19.68 points. Participants in the dance talent area got an average of 25.76 points. Media students attained an average of 24.50 points. Art students had an average of 23.50 points. The overall average for all talent areas was 24.31 points. The criteria of a score of 20 or better for each art area has been met for this objective.

Grade level averages are as follows: Grades 4, 5, and 6 received an average of 24.03 points on the project checklist. Grades 7, 8 and 9 got an average of 24.07 points.

The favorable ratings in each area seem to indicate that students applied quite creatively what they had learned during the sessions and that they did see a relationship of talent to career potential.

The third learner objective stated that students would be made aware of career possibilities not presented in a regular school setting. A Career Awareness Checklist was developed.

Students were asked to indicate where they received the most detailed information about career choices. The Career Awareness Checklist consisted of a list of careers that were presented during the workshop. The students were asked to specify the most informative source from a group of five possible sources (CEPT Project, School, Parent or Family Member, Other Adult or other).

The majority of the participants felt that the "CEPT Project" had supplied them with the most detailed information about career choices (Table 6). The number of students that agreed the CEPT Project had provided the most information about certain career choices ranged from 60 to 251 students. The percentages of those who believed the CEPT project had provided the most detailed career information ranged from 60% (anatomist) to 94% (broadcast advertiser) of the participants.

There were some students who felt that "school" had offered the most detailed information about certain career choices. The range of students is as follows: Nineteen percent (19 students) of the students who viewed the anatomist's presentation agreed that school had offered the most detailed information on that career choice. Three students or 1.22% of the students who viewed the theatre technical director and career presentation felt that their school offered more detailed information about the career choice than other sources.

Parents or family members were viewed as the best source of career information by a few students. The number of students who felt that parents or family members provided more career information than the other choices ranged from 15 (14.02%) estate lawyer's presentation to 1 (.40%) - dance/art/music therapist's presentation.

Other adults provided the most detailed career information for several students. Only one student (1%) from the group that viewed the anatomist's presentation rated the "other adults" category as providing the most detailed information about career choices in anatomy. The upper end of the range in the "other adults" category was found in the T.V. producer presentation. Seven students (or 2.81%) agreed that other adults had provided them with more detailed career information than the other sources listed.

Finally, the range of students who chose the "other" source category extended from two students (.81%) - minister of music to 11 students (4.42%) - T.V. producer.

These results seem to indicate project success in providing detailed information to students which heightened their career awareness.

The last learner objective states that 80% of the students would interview at least one practicing professional from their art area.

Students were requested to complete a written interview schedule. The Interview Guide Sheet simply reflects the number and percentages of students who completed a written interview. It also reflects the adequacy of the completed interview on a three point scale from "very adequate" to "poor".

TABLE 7

CAREER EDUCATION PROGRAM FOR THE TALENTED
Interview Guide Sheet

	Yes		No	
	N	%	N	%
Completed a written interview	102	55.74	81	44.26

	Very		Adequate		Poor	
	N	%	N	%	N	%
Adequacy of completed interview	64	64.65	34	34.34	1	1.01

Over half the students, 102 or 55.74%, completed a written interview. Eighty-one students or 44.26% did not complete a written interview.

When rated on the adequacy of the completed interview, 64 students or 64.65% exhibited a very adequate interview. Thirty-four students or 34.34% were assessed at the adequate range on the scale. Only one person or 1.01% had a poor interview.

The objective was not achieved, since 80% of the students did not complete the interview.

Table I
Career Education Program for the Talented

Demographic Questionnaire

Total Number of Participants = 253

School District	N	%		N	%
Allegheny Valley	7	3.10	Mt. Lebanon	17	7.52
Avonworth	4	1.77	North Allegheny	3	1.33
Baldwin-Whitehall	15	6.64	North Hills	11	4.87
Bethel Park	12	5.31	Pittsburgh Diocese	2	0.88
Brentwood	6	2.65	Plum	6	2.65
Carlynton	11	4.87	Quaker Valley	10	4.42
Chartiers Valley	9	3.98	Riverview	7	3.10
Churchill	16	7.08	South Fayette	3	1.33
Clairton	3	1.33	South Park	11	4.87
Deer Lakes	5	2.21	Turtle Creek	2	0.88
Elizabeth Forward	4	1.77	Upper St. Clair	12	5.31
Gateway	9	3.98	West Allegheny	6	2.65
General Braddock (Eastern Area)	0	0.00	West Jefferson Hills	7	3.10
Hampton	6	2.65	West Mifflin	3	1.33
Highlands	0	0.00	Wilkinsburg	4	1.77
Keystone Oaks	14	6.19			
Mon Valley	1	0.44			

Grade Level	N	%
Grade 4, 5, or 6	1 3	51.04
Grade 7, 8, or 9	118	48.96
Major Art Area of Interest		
creative writing	38	15.20
music	44	17.60
drama	47	18.80
dance	39	15.60
media	27	10.80
art	55	22.00
Sex		
Female	149	60.32
Male	98	39.68
Race		
Black	7	3.04
White	219	95.22
American Indian	0	0.00
Oriental	4	1.74
Spanish surname	0	0.00

Parental educational level*	N	%
Grade School	7	3.37
High School	48	23.08
Technical School	15	7.21
College	102	49.04
Graduate School	36	17.31

Note: Not all of the student participates answered every question.

* Highest level attained by either parent.

TABLE 2

Career Education Program for the Talented
Demographic Questionnaire by
Art Area

Art Area	Creative Writing		Music		Drama		Dance		Media		Art	
	N	%	N	%	N	%	N	%	N	5	N	%
Sex												
Female	26	68.42	23	54.76	32	68.09	37	94.87	6	22.22	25	46.30
Male	12	31.58	19	45.24	15	31.91	2	5.13	21	77.78	29	53.70
Race												
Black	2	5.88	0	0.00	0	0.00	1	3.03	1	3.85	3	6.12
White	32	94.12	41	97.62	45	97.83	31	93.94	24	92.31	46	93.88
American Indian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Oriental	0	0.00	1	2.38	1	2.17	1	3.03	1	3.85	0	0.00
Spanish Surname	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Parental educational level												
Grade School	1	3.03	2	5.56	0	0.00	1	3.33	1	4.55	2	4.35
High School	6	18.18	13	36.11	7	17.07	4	13.33	4	18.18	14	30.43
Technical School	3	9.09	0	0.00	3	7.32	4	13.33	1	4.55	4	8.70
College	19	57.58	17	47.22	19	46.34	15	50.00	13	59.09	19	41.30
Graduate School	4	12.12	4	11.11	12	29.27	6	20.00	3	13.64	7	15.22

TABLE 6

CAREER EDUCATION PROGRAM FOR THE TALENTED
Career Awareness Checklist

Sources which have given you the most information:

The C.E.P.T. Project
School (counselors, teachers, etc.)
Parent or family member
Other non-school, non-family adult
Other

	Broadcast advertiser		Theatre technical director		T.V. producer		Dance/art/ music therapist		Minister of Music		Art/ Music/ Creative Writing/ etc. teacher		Free lance artist/ photogra-pher/etc.		Estate lawyer		Anatomist		Sculptor		Director of music school		Educator in museum	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
C.E.P.T. Project	251	94.01	229	93.09	216	86.75	228	91.57	231	93.15	194	77.29	81	77.14	73	68.22	60	60.00	69	64.49	76	71.03	74	75.51
School	5	1.87	3	1.22	8	3.21	11	4.42	7	2.82	41	16.33	6	5.71	6	5.61	19	19.00	14	13.08	16	14.95	9	9.18
Parent or Family Member	6	2.25	5	2.03	7	2.81	11	0.40	4	1.61	6	2.39	6	5.71	15	14.00	10	10.00	12	11.21	5	4.67	5	5.10
Adult	2	0.75	3	1.22	7	2.81	4	1.61	4	1.61	4	1.59	5	4.76	4	3.7	1	1.00	4	3.74	6	5.61	3	3.06
Other	3	1.12	6	2.44	11	4.42	5	2.01	2	0.81	6	2.39	7	6.67	9	8.41	10	10.00	8	7.48	4	3.74	7	7.14

SUMMARY

The Career Education for the Talented Project was to begin student participation sessions in December 1977. At that time, Western Pennsylvania was hit with a series of snow and ice storms that caused the cancellation of the first three sessions. This significantly affected the scope of the project requiring that activities be scheduled from February to June rather than December to June. This caused a reduction in the number of student participants and a cut back in the number of presentations that could be made.

Problems encountered in the project were not limited to "Acts of God", though, a hind sight review by project and evaluation staffs indicate the following areas of difficulty:

- Because of the cut back in sessions, sessions were less activity oriented than they should have been. There were less practical hands-on experiences for students than planned. This kind of activity is important for talented students and it was not provided to a full enough extent.

- Because sessions were scheduled for one Saturday per month, there was little or no opportunity for follow-through. Consultant staff was, therefore, under utilized, unavailable to students when and if they wished to apply the knowledge they gained during presentations. New learning could not be pursued in depth in a student/practicing professional relationship. These series of problems caused a lack of continuity in the project.

- Because of the project's original design, art and career area categories were narrowly defined. The staff felt the constraints of the defined limits to be too restrictive.

- Because the evaluation was designed to measure each objective individually, many evaluation instruments had to be developed and completed by participants and staff. The evaluation lacked clarity and cohesion providing spot light views on each objective but little view of overall project success. Much of the value of CEPT lies in the interaction that occurred during the exchange between student and professional. This was not (maybe could not) be evaluated.

- The numerous forms to be completed for evaluation created unwieldy sets of data that do not get to the core of the project.

- Finally, because the project director was a part time employee, there were numerous problems with scheduling planning times, developing evaluation instruments which needed her input, and supervising her work. This, too, impeded smooth project operation.

Recommendations

If another agency wishes to undertake a project such as this, the following recommendations are made based on our experiences.

1) Create high activity oriented sessions which include time for hands on experiences.

2) Schedule sessions to include follow-through. We recommend one session that presents "the facts" and a second session to pursue knowledge in more depth.

3) Develop a linkage between sessions that provide continuity. An overall project theme would be helpful to show students the relationships between presentations.

4) Create broader categories in the career/art area relationship. For example, a broad area of education could include education, psychology, and law.

5) Establish two or three critical project objectives and create instruments to measure student achievement. We suggest measuring student knowledge gain, general student response to the activities, and presenter evaluation of the program.

6) If possible, assign a full time staff member to coordinate the project. This may assure continuity and will alleviate the communication problems encountered in our project.

IV. Dissemination Activities

A. On October 26, 1977, a letter was sent to the 46 school districts in Allegheny County, the seven special education centers, and the Diocese of Pittsburgh explaining that the Allegheny Intermediate Unit had received a grant from the U. S. Office of Education to operate a Career Education Program for the Talented. The nature of the program was explained and the districts were asked to identify 12 talented students in grades 4-9.

B. Those districts who wanted students to participate sent the names of qualified students to the Allegheny Intermediate Unit and each of these students received a letter informing them of the program and of a meeting on January 4, 1978, to explain Career Education Program for the Talented to them and their parents.

C. There was a follow-up letter in January to give the students further details for the first sessions and the first part of the Career Information Packet. Each month the students attended the Project, they were given the question sheet for the upcoming session.

D. News releases and articles from "What's So Special About Special Ed?" Allegheny Intermediate Unit's Exceptional Children's Program newsletter, are included in the appendices.

E. A sound/slide presentation was developed by project coordinators and students. This is now available for loan from the Allegheny Intermediate Unit's Gifted and Talented Education Resource Center.

F. The project director and six student participants spoke and showed visuals to the Pennsylvania School Directors' Conference on April 26, 1978. This is a conference for school board members in the Allegheny Intermediate Unit.

G. A curriculum outlining the activities that occurred at the Career Education Project for the Talented has been written by the project staff. This is available for dissemination to people across the country who have requested it.

V. Report Abstract

Saturdays were special days for 250 talented children in Allegheny County. These enthusiastic children took part in a project that was made possible by a grant from the U.S. Office of Education, project number 55AH70309, grant number G0077C0107. The students from the suburban school districts were part of a pilot program, "Career Education Program for the Talented". The students have been able to explore for answers to their questions: "I have an idea, how do I express it through an arts media? Where can I go and who can help me in my search? Why do I need to study how art relates to the world of work?"

The career Education Program for the Talented (CEPT) was a series of Saturday workshops. The forty-six school districts in the Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, PA 15212, the seven special education centers, and the Diocese of Pittsburgh were asked in the Fall of 1977 to identify twelve students in grades 4-9 who exhibited talent in one of six art areas: art, creative writing, dance, drama, media, and music. Their responses provided the names of 253 students in grades 4-6 and 7-9 who began attending the workshops in February, 1978. Each group met once a month to hear practicing professional artists discuss their careers. The workshops focused on how they incorporated the arts into their work situations (advertising, entertainment, education, business and law, government, psychology and mental health, religion and science, and communication.) Students completed activities related to the use of their own talents in a variety of occupations.

At the Saturday morning sessions the professionals demonstrated materials and techniques used in their jobs, and at the afternoon sessions students put this information into practice. Mrs. Susan Fletcher acted as project director for CEPT and the six instructors, one in each of six art areas, conducted follow-up activities during the afternoon sessions. The practicing professionals were:

February (advertising, entertainment, communication).
Broadcast Advertiser
Producer of Children's Television, KDKA TV
Technical Director, Pittsburgh Public Theatre

March (education, social science, psychology, religion)
Minister of Music, Pittsburgh Church
Teacher of Interdisciplinary Studies, Carnegie Institute of Pittsburgh
Dance Therapist, Pittsburgh Child Guidance Center

April (business science, government, law)
Executive Director, Pennsylvania Council in the Arts
Estates Lawyer with special interest in art collection and copyright law
Self-employed fashion illustrator and free-lance photographer
Anatomist, kinsiologist, dancer: University of Pittsburgh

May (careers in the arts and the interrelation of the arts)
Musician and director, Community Center, School of Music
Wood sculptor, Arts and Crafts Center of Pittsburgh
Creative writing teacher
Imaginarium Staff, Carnegie Institute of Pittsburgh

June

Students in each art area presented in their own way to the entire group, what they did in the project.

Those students who attended the Career Education Program for the Talented have had a taste of things to come in the arts, worlds to explore, to learn, to feel, and to see with their eyes wide open. It is the beginning of something new in their lives and hopefully, a lifelong interest in the arts. Students learned that the arts and the world of work are related and that their own special talents could provide them with career directions.

APPENDIX A

CAREER EDUCATION PROGRAM FOR THE TALENTED
Coordinator's Log

PRESENTER: Fred Albitz, Broadcast Advertiser

	Number responding to each option
1. Necessary talents for this career?	
musical ability	4
creativity	4
management skills	2
ability to brainstorm ideas	2
perseverence	2
awareness of different art areas	2
ability to think quickly	2
knowing filmmaking	1
knowing procedures in a recording studio	1
knowing what sells to the public	1
2. What type of personality best suits this career?	
self-motivated	2
creative	2
organized	2
someone who can communicate clearly	2
someone who likes to try many things	2
outgoing	1
none given	1
3. What are the physical requirements?	
none given	5
stamina	2
4. What education/training is needed?	
college degrees	4
stay within some major art form (art, drawing, music)	2
most important is to do and learn	2
musical training	2
technical training	2
none given	1
5. How much would this training cost?	
cost of college of choice	4
none given	3

ADVANTAGES:

6. Economic:

money is not steady but over a period of time is sufficient	3
always a demand for good advertising as long as there are products to sell	2
a really good life	2
being in business for himself	1
money depends upon contracts and amount of work he wants to do	1
none given	1

7. Social:

meeting interesting people	4
none given	3

8. Geographical:

frequent travel	4
sound studios in basement which enable him to record much of the materials right at home	2
filming in a studio enables advertiser to control conditions completely	2
none given	1

9. Psychological/emotional:

none given	3
success	2
great deal of satisfaction in doing work for yourself	2
satisfaction in having a quality product in the end	1

10. Physical:

none given	5
work under deadline pressures	2

11. Religious:

none given	7

12. Work schedule:

none given	3
long hours but varying with job	2
flexible	2

DISADVANTAGES:

13. Economic:

income is not steady	4
if producer isn't organized money could be lost during production	2
none given	1

14. Social:
    - none given — 7

15. Geographical:
    - none given — 7

16. Psychological/emotional:
    - none given — 7

17. Physical:
    - none given — 5
    - sometimes dangerous situations for camera persons or sound technicians in trying to capture special effects — 2

18. Religious:
    - none given — 7

19. Work schedule:
    - very unusual, long hours — 6
    - varying schedule — 3

20. What different types of materials did the presenter use?
    - video tapes — 5
    - audio tapes — 4
    - tape player — 3
    - blackboard — 2
    - lecture — 2
    - video tape cassette — 2
    - record player — 1

21. What techniques did presenter use?
    - lecture — 7
    - group discussion — 4

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Thomas Murphey, Creative Writing Teacher, Shadyside Academy

	Number responding to each option
1. Necessary talents for this career?	
ability to communicate what is read into words	2
creativity	2
none given	2
knowledge of poetry	1
knowledge of English related subjects	1
poetry is expression and education of others	1
inspirational	1
ability to inspire others	1
2. What type of personality best suits this career?	
none given	3
enthusiastic	2
one who enjoys reading	2
enjoy sharing an important interest	1
out-going	1
creative	1
free-thinker	1
3. What are the physical requirements?	
none given	6
good health	2
4. What education/training is needed?	
college	5
graduate degrees	1
none given	1
straight through education	1
5. How much would this training cost?	
none given	6
costs of college	2
ADVANTAGES:	
6. Economic:	
none given	6
average salary	2

7. Social:

none given	6
meet people who are poets, writers	2

8. Geographical:

none given	8

9. Psychological/emotional:

none given	5
satisfying to arouse interest and curiosity of students	2
teacher acts as middle person between artists and students	1
creative writing is an emotional expression	1

10. Physical:

none given	7

11. Religious:

none given	8

12. Work schedule:

none given	4
regular school hours	2
pretty tight work schedule	1
teaching is way of life, not just 9-5	1

DISADVANTAGES:

13. Economic:

none given	6
salary is typical of teachers	1
salary is not extraordinary	1

14. Social:

none given	8

15. Geographical:

none given	6
no travel	2

16. Psychological/emotional:

none given	7
hard to care about individual students	1
can be overwhelming	1

17. Physical:
    none given 8
18. Religious:
    none given 8
19. Work schedule:
    none given 7
    tight schedule 1
20. What different types of materials did the presenter use?
    blackboard 6
    painting 3
    poems 3
    none given 2
    papers 2
21. What techniques did presenter use?
    lecture 6
    discussion 5
    none given 2
    group participation 2

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Thaddeus Mosley, wood sculptor, Pittsburgh Artist of the Year

	Number responding to each option
1. Necessary talents for this career?	
artistic ability	3
art is spacial ideas	2
not something to be figured out	2
none given	1
knowledge of art of others	1
influenced by Western African Tribal art	1
ability to visualize weight in space	1
think in 3-D without first working it out in 2-D	1
skill in working with wood	1
2. What type of personality best suits this career?	
none given	5
introspective	2
enjoy working alone	2
creative	1
deliberate and exacting	1
perservering	1
3. What are the physical requirements?	
strength	6
good health	2
work two jobs	1
techniques of jewelry making	1
none given	1
sculpture is physically demanding	1
endurance	1
stamina	1
4. What education/training is needed?	
none given	3
studied by self	2
had no formal training	2
artistic	1
practice	1
study	1
5. How much would this training cost?	
none given	7

can be done on your own	1

ADVANTAGES:

6. Economic:

none given	5
having a full time job gives him economic freedom to pursue a totally creative sculpture	2
slim, unless you get to be well-known	1
you can make a lot of money if you have a popular name	1

7. Social:

he is able to express his ancestral heritage thru his sculpture	2
none given	2
associate with other artists	2
prestinge in being "artist of the year"	1
you can get a lot of invites to clubs and invitionals	1
prestige	1

8. Geographical:

none given	5
can involve travel	4

9. Psychological/emotional:

none given	4
satisfying to be able to see your ideas come to life	2
having a job to support himself outside art enables him to have creative freedom not available to the free lance professional artist	2
satisfaction of working in living wood	2
love your work	1

10. Physical:

none given	6
probably have to stay in shape	1
excellant health	1
active life	1

11. Religious:

none given	8
roots of art is African Rituals	1

12. Work schedule:

none given	5

can work at your own pace (hours) 3

heavy work schedule 1

DISADVANTAGES:

13. Economic:

support self with another job unless attached to gallery 5

must teach 1

you must sacrifice your feelings and do what people will buy - 1 1

you can't really be free to make your own sculptures and make a living too 1

very few artists make any money 1

none given 1

14. Social:

none given 8

freedom is very costly 1

15. Geographical:

none given 8

traveling may be inconvenient 1

traveling may be tiring 1

16. Psychological/emotional:

none given 8

has its ups and downs 1

17. Physical:

none given 7

strength 1

tiring 1

18. Religious:

none given 9

19. Work schedule:

none given 5

two jobs 1

if you are working another job, the schedule sometimes gets very hectic - 1

must work evenings and on weekends because of daytime job 2

20. What different types of materials did the presenter use?

slides 9

slide projector 1

21. What techniques did presenter use?

lecture	9
discussion	5
question/answer	4
slide presentation	1

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Alan Sher, Musician/Director, School of Music at Irene Kaufmann Center

	Number responding to each option
1. Necessary talents for this career?	
musical ability	4
discipline	2
love of music	2
understanding of music	2
ability to communicate difficult ideas to people	2
administrative abilities	2
versatile	1
different for different instruments	1
none given	1
2. What type of personality best suits this career?	
none given	3
leadership	2
confidence	2
powers of concentration	2
perserverance	2
never reach total satisfaction	1
artists must continue to strive for improvement throughout their lives	1
must risk the chance of being an artist	1
3. What are the physical requirements?	
none given	5
manual dexterity	2
good ear	2
good health	2
4. What education/training is needed?	
college (music)	4
none given	3
playing experience	2
private lessons	1
practice	1
always have to improve self	1
begin playing very young	1
5. How much would this training cost?	
none given	5

cost of college	4
cost of private lessons	2

ADVANTAGES:

6. Economic:

none given	7
not much promise for a comfortable living	1
make a comfortable living (good life)	1

7. Social:

none given	6
don't have to run away from anything if you enjoy your work	1
work with budding musicians	2

8. Geographical:

none given	7
travel	2

9. Psychological/emotional:

none given	2
teaching is a creative experience whereas a performing musician is not able to be creative	2
satisfying	2
happy	1
very important to be an artist	1
express yourself through musical instrument	1

10. Physical:

none given	9

11. Religious:

none given	9

12. Work schedule:

none given	8
you make your own hours	1

DISADVANTAGES:

13. Economic:

none given	8
take the chance of making little money	1

14. Social:

none given	8
possible pressures as a child	1

15. Geographical:

none given	9

16. Psychological/emotional:

none given	6
as a performing artist, creativity is squelched	2
variety can water down interest	1

17. Physical:

none given	9

18. Religious:

none given	9

19. Work schedule:

none given	7
four hours practice every day	2

20. What different types of materials did the presenter use?

instrumental presentation	9

21. What techniques did presenter use?

demonstration and concert	8
	6
question and answer	4
discussion	3

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Margaret Skrinar, kinesiologist, dancer, University of Pittsburgh

	Number responding to each option
1. Necessary talents for this career?	
none given	2
good physical condition	2
physical ability to dance	1
sense of rhythm	1
scientifically understand anatomy and body process	1
ability to communicate ideas clearly	1
knowledge of your own body	1
2. What type of personality best suits this career?	
disciplined	4
perserverance	1
out-going	1
none given	1
questioning mind	1
3. What are the physical requirements?	
good health	3
good strength	2
no physical requirements or none	2
endurance	2
stamina	1
4. What education/training is needed?	
college	4
dancing	2
long range physical conditioning	1
biological	1
medical	1
5. How much would this training cost?	
none given	4
costs of college	2
costs of dancing experiences	1
ADVANTAGES:	
6. Economic:	
none given	6

7. Social:

none given	6

8. Geographical:

none given	5
travel	1

9. Psychological/emotional:

none given	4
sound mind	1
healthy body	1
helping others realize how fit their bodies can be	1

10. Physical:

none given	2
good physical condition	2

11. Religious:

none given	6

12. Work schedule:

none given	4
includes many varied times because of teaching and dancing	2

DISADVANTAGES:

13. Economic:

none given	5
a lot of education required but not much more than a teacher's salary can be expected	1

14. Social:

none given	6

15. Geographical:

none given	5
jobs are not plentiful--don't exactly get a choice in locations	1

16. Psychological/emotional:

none given	6

17. Physical:

none given	4

accidents are serious to career life	1
rigorous workouts to keep in shape	1

18. Religious:

none given	6

19. Work schedule:

none given	4
long, late hours	2

20. What different types of materials did the presenter use?

blackboard	6
skeleton	5
experiment	1

21. What techniques did presenter use?

lecture	4
group discussion	3
demonstration	4
question/answer	2

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: John Yandel, self-employed fashion illustrator and free-lance photographer

	Number responding to each option
1. Necessary talents for this career?	
artistic ability	2
knowledge of shooting pictures	2
get contacts	2
confidence	1
perception	1
skill in chosen area of photography	1
composition ability	1
knowledge of make-up	1
coming up with ideas	1
none given	1
2. What type of personality best suits this career?	
confident	1
charming	1
organized	1
mechanical and technical knowledge	1
business perception	1
patient	1
philosophical	1
understanding human nature	1
self-motivation	1
strong personality	1
friendly one	1
none given	1
3. What are the physical requirements?	
none given	6
4. What education/training is needed?	
trade school	3
none given	2
business, marketing background	1
technical for industrial	1
medical research	1
camera proficiency	1
photography experience	1
college	1

5. How much would this training cost?

none given	4
college costs	2
photography equipment costs	1

ADVANTAGES:

6. Economic:

you can make a lot of money (depending on the type of job)	3
industrial make most	2
areas nearest to business pay most	2
diversified business	1

7. Social:

glamour areas exciting	2
you meet very important people	2
you can go to big parties	1
sports figures	1
people love you	1
prestige	1

8. Geographical:

you travel for many jobs	5
depends on type of photography	1

9. Psychological/emotional:

none given	5
satisfying in that you create a finished product	1

10. Physical:

none given	6

11. Religious:

none given	6

12. Work schedule:

varied	2
you can make your own hours	2
a heavy work schedule	1
none given	1

DISADVANTAGES:

13. Economic:

none given	3
bad press	1
overhead can get to a photographer-many are not businessmen	1
people think they can get work done cheaper by a freelance photographer than by a studio	1

14. Social:

none given	5
must modify family relationships	1
glamour fobs are broblematic - super egos	1
chronic dependent	1

15. Geographical:

none given	4
not home a lot	1
much travel	1

16. Psychological/emotional:

none given	4
business people have a tendency to show off	1
many photographers spend all their profit back on their work	1
some get to the top and then fall and have nothing to fall back on	1

17. Physical:

none given	6

18. Religious:

none given	6

19. Work schedule:

none given	3
work many and varied hours	2
erratic	1

20. What different types of materials did the presenter use?

blackboard	5
cameras and equipment	3

21. What techniques did presenter use?

6	lecture	6

discussion 2

question/answer 1

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Robert Dodds, Estates Lawyer with special interest in art collection and copyright law.

	Number responding to each option
1. Necessary talents for this career?	
none given	9
legal training	1
attention to detail	1
art collector	1
2. What type of personality best suits this career?	
none given	9
systematic	2
specific	1
3. What are the physical requirements?	
none given	9
good health	2
4. What education/training is needed?	
none given	6
college	4
law school	3
5. How much would this training cost?	
none given	7
costs of college	4
ADVANTAGES:	
6. Economic:	
none given	9
good paying	2
7. Social:	
none given	7
meet many people of all types	4
8. Geographical:	
none given	9
no extensive travel	2
9. Psychological/emotional:	
none given	11
10. Physical:	
none given	11
11. Religious:	
none given	11

12. Work schedule:

none given	9
steady	2
no unusual hours	2

DISADVANTAGES:

13. Economic:

none given	11

14. Social:

none given	11

15. Geographical:

none given	9
no travel	2

16. Psychological/emotional:

none given	11

17. Physical:

none given	11

18. Religious:

none given	7

19. Work schedule:

none given	11

20. What different types of materials did the presenter use?

slides	9
projector	2
none given	2

21. What techniques did presenter use?

lectures	8
none given	3
question and answer	2

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Otis Morris, Executive Director, Pennsylvania Council in the Arts

	Number responding to each option
1. Necessary talents for this career?	
none given	2
appreciation of arts	2
should have worked in the arts	1
artists need a varied background	1
business background	1
2. What type of personality best suits this career?	
none given	3
patience to deal with beauracracy	1
organized	1
out-going	1
3. What are the physical requirements?	
none given	5
4. What education/training is needed?	
college	4
none given	1
5. How much would this training cost?	
none given	3
college costs	2
ADVANTAGES:	
6. Economic:	
pays well	3
none given	2
7. Social:	
meet many people	3
none given	2
8. Geographical:	
travel	5
9. Psychological/emotional:	
none given	3
loves helping the arts	1
satisfaction	1

10. Physical:

none given	5

11. Religious:

none given	5

12. Work schedule:

none given	3
varied hours	1
busy work schedule	1

DISADVANTAGES:

13. Economic:

none given	5

14. Social:

none given	4
learn about red tape	1

15. Geographical:

none given	4
travel	1

16. Psychological/emotional:

none given	4
"red tape" involved in a government agency must be "put up with"	1

17. Physical:

none given	5

18. Religious:

none given	5

19. Work schedule:

none given	3
travel	1
work weekends and evenings	1

20. What different types of materials did the presenter use?

blackboard	4
handouts	2
lecture	1

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Donna Hallen , Dance Therapist, Pittsburgh Child Guidance Center

	Number responding to each option
1. Necessary talents for this career?	
patience	2
ability to perceive movement and respond intuitively	2
imagination	2
talent	2
non-verbal communication	2
sensitivity to people who can't communicate	2
none given	2
creativity	1
help people	1
see relationship between feelings and movement	1
2. What type of personality best suits this career?	
caring personal interest in people	3
person who can express her/himself through movement	2
someone interested in people's secrets	2
accept people as they are	2
outgoing, you must reach out to others	2
none given	2
person who is perceptive about people	1
3. What are the physical requirements?	
none given	4
stamina	2
good physical shape for dance	2
coordination	1
limited dance and movement skills	1
4. What education/training is needed?	
dance training	3
none given	4
college degree	2
no set graduate curriculum yet	2
psychology	1
5. How much would this training cost?	
none given	7

dependent on terms of the intern agreement	2

ADVANTAGES:

6. Economic:

none given	5
average income	2
make more than a teacher	2

7. Social:

none given	5
enjoy working with people	2
meet creative people	2

8. Geographical:

none given	9

9. Psychological/emotional:

satisfying to help people	4
none given	2
fulfilling and intense - adds to own understanding of life	2
finding out psychological problems through dance improvizations	1

10. Physical:

none given	5
requires endurance	2
keep physically fit	2
stamina	1

11. Religious:

none given	9

12. Work schedule:

none given	7
varied	2
flexible	1

DISADVANTAGES:

13. Economic:

none given	4
average income	3
must make own opportunity	2

14. Social:

none given	9

15. Geographical:

none given	7
schools are few and far between with arts therapy program	2
once qualified may have to change a location to find position	1

16. Psychological/emotional:

none given	8
you must be emotionally healthy to help those who are not	1

17. Physical:

very demanding	5
none given	4

18. Religious:

none given	9

19. Work schedule:

none given	7
varied schedule	2
can't count on certain "time off"	1

20. What different types of materials did the presenter use?

none given	8
students did movements relating to emotions and words	1

21. What techniques did presenter use?

lecture	6
group discussion	6
role playing	5
experience	2
demonstration	1
activity (student involvement)	1
none given	1

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Tom Flynn, Minister of Music, Southminster Presbyterian Church

1. Necessary talents for this career?	Number responding to each option
voice	3
organ	3
ability to motivate people	2
understanding of music	2
ability to compose	2
ability to direct and teach	2
piano	2
sight singing	2
ear training	2
process your talent thru practice	2
ear for music	2
ability to work with people	1
photography	1
music	1
art history	1
deals with all age groups	1
singer	1
dancers	1
art	1
drama	1
discipline	1
ability to work with others	1
hard work (without inspiration)	1

2. What type of personality best suits this career?	
dedication	3
someone who likes people	2
someone who wants to serve thru music	2
leadership	2
conductor needs close planning and precision	1
disciplined personality	1
confidence	1
positive attitude	1
see the right things over the wrong	1
willingness to give all the time to career-free time spent in similar activity involved	1
none given	1

3. What are the physical requirements?

healthy	3
should be able to play the piano	3
none given	2
good hearing	2
quickness on guitar, clarinet	2
a good voice	1

4. What education/training is needed?

college degrees	7
broad training	3
performing experiences	2
piano	1
organ	1
learn about all art areas	1
seminary training	1
music training in college	1

5. How much would this training cost?

none given	4
cost of higher education	4
scholarship money for college	3

ADVANTAGES:

6. Economic:

none	3
economic security which is not available to the freelancing musician	2
a good living	2
reasonable living	1
pay begins at $8,000 - $30,000 a year for church musicians	1

7. Social:

none given	3
meeting people	2
working with a lot of people	2
you would be an integral part of the church so well known in the community	1

8. Geographical:

none given	3
travel within job	3

moved around a lot	1
visited different parts of the country	1
stay in same area	1
no travel	1

9. Psychological/emotional:

very satisfying, fulfilling	4
none given	3
independence-work as own boss	2

10. Physical:

none given	6
nothing demanding	2
a healthy voice	1

11. Religious:

new dimensions to religion	2
serve God in this way better than any other field within music	2
none given	1
uses music within religion	1
working with the choir	1
work is religious in nature and is satisfying to someone who is a musician and also a minister	1
religious advantages are implicit in church work	1

12. Work schedule:

can make your own time, flexible	4
none given	3
can "get into work"	1
can take work home	1
heavy work schedule	1

DISADVANTAGES:

13. Economic:

none given	4
not an excessive income	2
wide range of pay	1
making about as much as a teacher	2
start at $10,000 a year	2

14. Social:

none given	7

cuts drastically into freetime to spend with family and friends	2

15. Geographical:

none given	7
constant travel	1
no travel	1

16. Psychological/emotional:

none given	9

17. Physical:

none given	6
exhausting work schedule	2
travel can be demanding if you are in a group	1

18. Religious:

none given	9

19. Work schedule:

work schedule gets too hectic, long hours	5
weekend work, especially Sunday	2
none given	1
all time must be devoted to job	1

20. What different types of materials did the presenter use?

blackboard	9
piano	4
posters	2

21. What techniques did presenter use?

lecture	9
question/answer	4
discussion	2

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: George Elmer, Technical Director, Pittsburgh Public Theatre

	Number responding to each option
1. Necessary talents for this career?	
knowledge and ability in all facets of theatre	4
management	1
knowing light and its effects in theatre	1
great variety of talents	3
organization	2
ability to sell a product, a show	2
interest in wood, etc.	2
2. What type of personality best suits this career?	
determination	1
drive	1
ability to sell yourself	1
need to survive in the business	1
adaptability to all situations	2
organized	3
pride of workmanship	1
creative	1
management	1
exuberant personality	1
able to project a presence	1
none given	1
3. What are the physical requirements?	
good physical condition	1
strength	2
endurance	2
energy (to project "larger than life"characters to audience	2
stamina (long hours)	2
none given	3
4. What education/training is needed?	
none given	1
In-theatre training	2
college	5
experience in all areas of theatre	4

5. How much would this training cost?

Nothing	4
Indirect costs in terms of time and effort spent	2
depends on college	2
apprenticeship costs nothing but provides little income	2

ADVANTAGES:

6. Economic:

none given	3
never get rich	2
economic gain isn't the motivation	1
minimal advantages	1
box office take does not help defray costs incurred in non-profit company	2

7. Social:

none given	4
meeting other theatre people	2
comaraderie of people working on production	2

8. Geographical:

need to work in large cities	1
travel	3
none given	4

9. Psychological/emotional:

a job in the arts helps life have meaning	2
satisfaction and stimulation through work	4
none given	2

10. Physical:

stay in top physical shape	2
none given	6

11. Religious:

none given	8

12. Work schedule:

long hours	2
none given	6

DISADVANTAGES:

13. Economic:

none given	1
only stars make money in theatre	1
not much money unless you become a hit	2
not good money until you become a producer	2
getting a job is difficult	1
pay is not high	1
public theatres depend on grants to function	1

14. Social:

none given	6
concentration in theatre makes less aware of the world	2

15. Geographical:

theatre requires actors to live in the city	3
wanted to get his child out of the city	1
much travel	2
none given	3

16. Psychological/emotional:

rejection problems	1
self-esteem problems	1
constant tensions	2
none given	5

17. Physical:

none given	4
strenuous	2
easily fatiqued if not in good shape	2

18. Religious:

none given	8

19. Work schedule:

none given	2
demanding, rigorous	6
erratic	2

20. What different types of materials did the presenter use?

Blackboard	4
none	2
lecture	2

21. What techniques did presenter use?

lecture	7
question/answer	3
group discussion	2

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Tom Fralic, Teacher of Interdisciplinary studies

	Number responding to each option
1. Necessary talents for this career?	
artistic ability	3
none given	3
relating the real environment with art skills	3
ability to work with children	2
art as interdisciplinary field	1
artist has style of his own	1
2. What type of personality best suits this career?	
none given	5
easy-going	2
visually aware	2
3. What are the physical requirements?	
none given	7
good health	2
4. What education/training is needed?	
none given	4
familiarity with history and art history	2
college	2
masters degree	1
5. How much would this training cost?	
none given	7
cost of college	2
ADVANTAGES:	
6. Economic:	
none given	6
because of economic security which teaching at museum offers he can feel free to pursue his fine arts career without worrying about making a living at it	2
other fields can pay very well	1
7. Social:	
none given	7
can express political ideas in his work	2
8. Geographical:	
none given	8

no travel	2
9. Psychological/emotional:	
none given	5
satisfying	3
freedom to create because of non-art job on side to provide financially	2
10. Physical:	
none given	9
11. Religious:	
none given	6
can express religious feelings in fine art paintings	2
religion is a basis of arts	1
discussed symbols in religion	1
12. Work schedule:	
none given	2
definite schedule	2
DISADVANTAGES:	
13. Economic:	
none given	5
supporting oneself as a fine artist is virtually impossible without another job of some kind	2
make own opportunities	1
not an excessive income	1
not a big payer	1
14. Social:	
none given	9
you meet a limited number of people	1
15. Geographical:	
none given	8
no travel	1
16. Psychological/emotional:	
none given	10
17. Physical:	
none given	10

18. Religious:

none given	10

19. Work schedule:

none given	8
have to work evenings and weekends	2

20. What different types of materials did the presenter use?

none given	8
murals painted on walls	1

21. What techniques did presenter use?

lecture	7
group discussion	6

CAREER EDUCATION PROGRAM FOR THE TALENTED

Presenter: Amy Troz,, Producer of Children's Television, KDKA-TV

	Number responding to each option
1. Necessary talents for this career?	
knowing what the public would like to see on television	1
trying to make a subject interesting for the public	1
creativity	1
ability to communicate	1
ability to motivate others	1
technical ability	1
ability to organize	1
leadership	1
versatility	1
eye for design	1
ability to be precise	1
imagination	1
2. What type of personality best suits this career?	
none given	1
leader	1
energetic	1
someone who enjoys people	1
someone who knows a lot about many different things	1
3. What are the physical requirements?	
none given	2
endurance	1
an attractive quality	1
4. What education/training is needed?	
college training	2
technical skill	2
5. How much would this training cost?	
college costs	2
none given	1
varies	1
ADVANTAGES:	
6. Economic:	
none given	3
reasonable wage	1
7. Social: none given	3
become well-known	1
meet people	1

8. Geographical:

none given	2
local travel	2

9. Psychological/emotional:

none given	3
rewarding work	1

10. Physical:

none given	4

11. Religious:

none given	4

12. Work schedule:

none given	2
varies	1
flexible	1

DISADVANTAGES:

13. Economic:

none given	4

14. Social:

none given	3
work schedule would interfere	1

15. Geographical:

none given	4

16. Psychological/emotional:

none given	4

17. Physical:

none given	4

18. Religious:

none given	3

Appendix B

Career Education Program for the Talented

PARENT QUESTIONNAIRE

2. Please list the career choices that you were exposed to which you feel are most appropriate and offer possible future employment opportunities for a child such as yours.

	Number
TV commercials	1
TV announcing	2
Making a movie	2
Write a script	2
Advertising	3
Newspaper columnist	1
Critic	1
Acting	1
Dance therapist	2
Photographer	3
Sculptor	1
Designer (for products)	2
Illustrator	1
Art teacher	1
Designing stage sets	2
Designing costumes	1
Lawyer	1
Scientist	2
Creative writing	1
Art	2
Film processor	1
Camera man	1
Radio (disc jockey or news reporter)	1
Dancer	1

	Number
Experience of meeting many children with similar interests was very beneficial to my child.	2
Time devoted to speakers and films could have been shorter.	1
Speakers were not really speaking on relevant topics for the groups.	1
Sessions seemed too long.	2
Child was exposed to new ideas.	3
I am delighted she had the opportunity to attend.	2
Child enjoyed the program immensely.	4
Benefitted from the exposure to professionals in the field.	1
I would like to see the program continued.	1
Student liked the teacher.	1
I think program is super.	1
Some students were disruptive.	1
Students appreciated handouts as reference materials.	1
Children were not taughts anything new.	1
Total waste of teacher and student time.	1
Total waste of talent.	1
Total waste of somebody's money.	1
I would like to see a grant come through for the computer to be put back into the GATE classroom.	1
I think more children should have this opportunity.	1

APPENDIX C

CAREER EDUCATION PROGRAM FOR THE TALENTED

CURRICULUM PACKET EVALUATION FORM

For each of the following categories, please rate the completedness of each section of the curriculum using the following five point scale:

5 = Very Complete
4 =
3 = Somewhat
2 =
1 = Not at all

	Very				Somewhat				Not at all	
1. Participant Population	N	%	N	%	N	%	N	%	N	%
a. Selection procedure	1	20.00	4	80.00	0	0.00	0	0.00	0	0.00
b. Demographic Data	4	80.00	1	20.00	0	0.00	0	0.00	0	0.00
2. Details of Program Operation										
a. Schedule	1	20.00	4	80.00	0	0.00	0	0.00	0	0.00
b. Travel arrangements	1	20.00	4	80.00	0	0.00	0	0.00	0	0.00
c. Location	4	80.00	0	0.00	1	20.00	0	0.00	0	0.00
3. Project Objectives	1	25.00	3	75.00	0	0.00	0	0.00	0	0.00
4. Specific Content of Each Workshop										
a. Process	3	60.00	2	40.00	0	0.00	0	0.00	0	0.00
b. Curriculum	2	40.00	3	60.00	0	0.00	0	0.00	0	0.00
5. Selection Criteria of Staff	2	40.00	0	0.00	0	0.00	0	0.00	3	60.00
6. Evaluation Techniques	1	20.00	3	60.00	1	20.00	0	0.00	0	0.00

Below, list any additions or deletions, especially for any section(s) which you consider to be incomplete or that you feel are needed.

Additions:

Deletions:

Appendix D

Career Education Program for the Talented
Career Information Packet Rating Form

How complete were:	Very		Moderately		Somewhat		Barely		Incomplete	
	N	%	N	%	N	%	N	%	N	%
1. Program goals	57	53.27	37	34.58	10	9.35	2	1.87	1	0.93
2. Schedule of program events.	68	62.39	30	27.52	10	9.17	0	0.00	1	0.92
Overall description of each session's topic.										
3. Session 1	60	53.10	33	29.20	18	15.93	2	1.77	0	0.00
4. Session 2	70	57.38	35	28.69	12	9.84	4	3.28	1	0.82
5. Session 3	70	59.32	35	29.66	10	8.47	3	2.54	0	0.00
6. Session 4	69	58.47	27	22.88	16	13.56	6	5.08	0	0.00
Specific description of the:										
7. Careers	58	49.57	42	35.90	12	10.26	4	3.42	1	0.85
8. Follow-up activities included in the <u>first</u> session.	58	50.43	38	33.04	16	13.91	2	1.74	1	0.87
Specific description of the:										
9. Careers	66	55.00	41	34.17	10	8.33	1	0.83	2	1.67
10. Follow-up activities included in <u>second</u> session.	62	51.67	45	37.50	10	8.33	1	0.83	2	1.67
Specific description of the:										
11. Careers	56	51.38	36	33.03	14	12.84	3	2.75	0	0.00
12. Follow-up activities included in the <u>third</u> session.	56	50.91	38	34.55	13	11.82	3	2.73	0	0.00

	Very		Moderately		Somewhat		Barely		Incomplete	
	N	%	N	%	N	%	N	%	N	%
Specific description of the:										
13. Careers	61	51.69	41	34.75	13	11.02	3	2.54	0	0.00
14. Follow-up activities included in fourth session.	73	61.86	29	24.58	14	11.86	2	1.69	0	0.00

I would like to gain the following from my participation in the Career Education Program for the Talented:

	Yes		No	
	N	%	N	%
awareness of careers in many art areas	112	78.32	31	21.68
awareness of careers in my area of art interest	109	74.15	38	25.85
knowledge of different career opportunities in many art areas	105	73.94	37	26.06
knowledge of different careers in my area of art interest	121	79.08	32	20.92
other (please list)	27	27.84	70	72.16

Appendix E

Career Education Program for the Talented
Career Knowledge Survey

Item	Pretest		Posttest	
	N	%	N	%
1. A layout artist				
a. illustrates books	22	11.96	15	15.00
*b. designs space arrangements on pages of books	145	78.80	68	68.00
c. binds books	0	0.00	2	2.00
d. does photography for book companies	17	9.24	14	14.00
2. If you were interested in art and geography, which of the following careers would be a good one for you?				
a. environmentalist	14	7.33	8	7.84
*b. map maker	87	45.55	61	59.80
c. animator	3	1.57	3	2.94
d. architect	26	13.61	7	6.86
e. graphic artist	61	31.94	23	22.55
3. If you were interested in art and entertainment, which of the following careers would be a good one for you?				
a. photographer	24	12.57	10	10.10
b. model	17	8.90	9	9.09
*c. animator	124	64.92	75	75.76
d. architect	12	6.28	2	2.02
e. writer	14	7.33	3	3.03
4. Which of the following people is considered a performing artist?				
*a. actor	177	92.19	89	89.00
b. photographer	4	2.08	5	5.00
c. painter	8	4.17	2	2.00
d. sculpter	3	1.56	4	4.00

Item	Pretest		Posttest	
	N	%	N	%
5. A person who is interested in art and drama might be most suited to a career in				
a. architecture	10	5.49	4	4.08
b. lighting design	9	4.95	11	11.22
*c. set design	93	51.10	58	59.18
d. lithography	39	21.43	11	11.22
e. elocution	31	17.03	14	14.29
6. A science background would be most helpful in which of the following theater careers?				
a. director	8	4.21	8	7.92
b. film critic	9	4.74	2	1.98
*c. sound technician	149	78.42	79	78.22
d. set designer	24	12.63	12	11.88
7. A choreographer is a:				
a. dance critic	32	17.39	15	15.15
b. print maker	53	28.80	6	6.06
*c. dance maker	96	52.17	75	75.76
d. person who works with leather	3	1.63	3	3.03
8. A dance therapist				
a. studies famous dances	27	14.29	4	4.00
*b. uses movement as a way to communicate	108	57.14	82	82.00
c. works special equipment	7	3.70	3	3.00
d. teaches social dancing	47	24.87	10	10.00
9. A person who analyzes and studies movements, skills, and patterns is a				
*a. kinesiologist	38	21.23	47	50.00
b. optometrist	11	6.15	7	7.45
c. cardiologist	7	3.91	3	3.19
d. none of the above	123	68.72	35	37.23

Item	Pretest		Posttest	
	N	%	N	%
10. Which of the following people writes books?				
a. editor	14	7.25	9	9.38
*b. novelist	167	86.53	78	81.25
c. publisher	9	4.66	5	5.21
d. literary agent	1	0.52	1	1.04
e. linguist	2	1.04	3	3.13
11. A film critic				
*a. reviews movies	142	74.74	79	78.22
b. opposes violence on TV	22	11.58	9	8.91
c. splices film for movies	14	7.37	7	6.93
d. advertises movies	12	6.32	6	5.94
12. Which of the following is considered a "fine art"?				
*a. poetry	141	74.21	83	83.00
b. library science	3	1.58	1	1.00
c. school teaching	4	2.11	2	2.00
d. fashion design	29	15.26	11	11.00
e. anthropology	13	6.84	3	3.00
13. What is the abbreviation for the federal agency responsible for mass communication in the United States?				
a. F.A.C.	89	47.34	23	23.96
b. M.C.A.	20	10.64	15	15.63
*c. F.C.C.	70	37.23	54	56.25
d. N.B.C.	9	4.79	3	3.13
14. Which of the following people uses the camera in his/her work?				
a. graphologist	18	9.78	15	15.00
*b. cinematographer	128	69.57	74	74.00
c. cartographer	18	9.78	9	9.00
d. choreographer	20	10.87	2	2.00

Item	Pretest		Posttest	
	N	%	N	%
15. Of the following careers, which would require excellence on an instrument?				
*a. studio musician	141	73.06	75	77.32
b. disc jockey	3	1.55	1	1.03
c. music business attorney	8	4.15	4	4.12
d. instrument repair person	41	21.24	17	17.53
16. Which of the following careers would require literary talent?				
a. composer	114	61.62	46	47.42
*b. music critic	36	19.46	35	36.08
c. church musician	2	1.08	9	9.28
d. choreographer	33	17.84	7	7.22
17. A person who studies the history and science of music is a				
a. music therapist	41	21.69	15	15.31
b. composer	1	0.53	4	4.08
*c. musicologist	117	61.90	71	72.45
d. paleontologist	30	15.87	6	6.12

Item	Correct Option	Pretest				Posttest			
		True		False		True		False	
		N	%	N	%	N	%	N	%
18. An advertising copywriter creates the drawings, photographs, and words for a magazine advertisement.	F	68	35.60	123	64.40	20	20.20	78	78.79
19. Stained glass is becoming a lost art because churches are not being built with stained glass windows.	F	70	36.84	120	63.16	39	39.39	59	59.60
20. The earliest drama was connected with religious ceremonies.	T	155	82.45	33	17.55	82	86.32	12	12.63
21. In order to become a professional dancer, a child must start dancing before he/she is ten years old.	F	34	17.89	156	82.11	19	19.19	79	79.80
22. The word media is the plural of medium and refers to kinds of mass communication such as newspapers, radio, and TV.	T	145	76.32	45	23.68	84	85.71	13	13.27
23. Record companies pay disc jockeys and radio stations to play the records they sell.	F	116	61.05	74	38.95	52	53.06	46	46.94
24. A cantor is a vocal musician who participates in or conducts religious services.	T	89	48.11	96	51.89	63	67.74	29	31.18

Appendix F

CAREER EDUCATION PROGRAM FOR THE TALENTED
Program Checklist

	N	$\bar{X}$	S.D.
Overall	111	24.31	4.45
Art Area:			
Creative Writing	15	27.67	2.90
Music	11	25.64	4.13
Drama	19	19.68	2.54
Dance	21	25.76	5.75
Media	26	24.50	3.55
Art	18	23.50	2.92
Grade Level:			
Level 4, 5, 6	60	24.03	4.79
Level 7, 8, 9	43	24.07	4.10

Appendix G

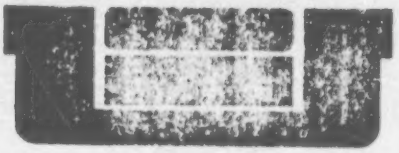
JOB DESCRIPTION

A. Title:	Part-time Project Director Career Education for the Talented (C.E.P.T.)
B. Qualifications:	Valid Pennsylvania Teaching Certificate
C. Reports to:	Supervisor of Gifted and Talented Programs
D. Job Goal:	To afford between 400 and 550 identified talented students from grades 4-9 the opportunity to explore possible career choices in seven occupational clusters (advertising, entertainment, education/criticism, business/law, psychology/mental health, religion, and science), as they relate to the student's specific talent in music, art, creative writing, dance, drama, and media
E. Specific Duties:	1. Assist G.A.T.E. administrative staff in selection of six coordinators. 2. Be responsible for carrying out the objectives of the project. 3. Insure effective operation of the project. 4. Organize and conduct in-service meetings for student participants and parents 5. Select parent volunteers. 6. Select an appropriate project site which provides adequate presentation/workshop space. 7. Provide adequate materials and supplies for presentation/workshop sessions. 8. Conduct and record evaluation procedures. 9. Compile a curriculum packet for dissemination. 10. Keep an on-going log of project planning and implementation.
F. Term of Employment:	30 days

JOB DESCRIPTION

A. Title:	Part-time Coordinators Career Education for the Talented (C.E.P.T.)
B. Qualifications:	Valid Pennsylvania Teaching Certificate
C. Reports to:	Supervisor of Gifted and Talented Programs
D. Job Goal:	To afford between 400 and 550 identified talented students from grades 4-9 the opportunity to explore possible career choices in seven occupational clusters (advertising, entertainment, education/criticism, business/law, psychology/mental health, religion, and science), as they relate to the student's specific talent in music, art, creative writing, dance, drama, and media
E. Specific Duties:	1. Assist Program Director in selecting practicing professionals. 2. Assist Program Director and practicing professionals in writing curriculum. 3. Compile informational packet for student participants. 4. Coordinate all presentation/workshop sessions in his/her particular art field. 5. Facilitate workshop sessions. 6. Administer pre and post tests. 7. Assist Project Director in program evaluation.
F. Term of Employment:	25 days

ALLEGHENY INTERMEDIATE UNIT



Suite 1300 · Two Allegheny Center · Pittsburgh, PA 15212
(Area Code 412) 323-5782

EXCEPTIONAL CHILDREN'S PROGRAM

To: District Superintendents

From: Susan U. Fletcher, Project Director

Re: Career Education Program for the Talented

Date: October 26, 1977

Note: If your district is interested in participating in the project, please have your liaison person for special or gifted education respond to this memo.

The Allegheny Intermediate GATE Program has received a U.S. Office of Education grant to operate a Career Education Program for the talented. This Saturday program, beginning in January, will enable talented students in grades 4-9 to interact with professionals in six art areas and seven occupational fields. The goal of the Program is to excite in the students an interest and appreciation for career opportunities available in the art area where they have exhibited talent.

A maximum of 550 talented students can be served by the Program. Each school district in Allegheny County will select 12 students who have talent in one of the following areas: creative writing, theater, art, media, dance, and music. One student in each art area will be identified from grades 4-6 and one student in each area fro[illegible]rades 7-9.

To aid you in identification and selection of students the following general definition may be of help: Talented school-age persons are those who consistently display creative potential at an early age and later develop skills and outstanding abilities to perceive, understand, create, perform and respond to artistic activities. Enclosed is a check list of charactistics of students with talent in each of the six specific areas.

Each student identified must be able to attend one Saturday session per month and it will be necessary for parents to furnish transportation for the student to Keystone Oaks High School. A meeting for parents will be held in December to acquaint the participants with the program.

When you have determined the students you will recommend for the program, please provide their names, addresses and phone numbers on the enclosed sheet and return by November 25 to:

Susan U. Fletcher
Allegheny Intermediate Unit
Suite 1300
Two Allegheny Center
Pittsburgh, PA 15212

mc/1:10
Enclosure

JAN. 4
1:30 K.O. H.S.

Grades 4-6

Student Name Address Phone Number

Creative Writing _____

Theater _____

Art _____

Media _____

Dance _____

Music _____

Grades 7-9

Creative Writing _____

Theater _____

Art _____

Media _____

Dance _____

Music _____

_____ School District _____ Contact Person

CHARACTERISTICS OF CHILDREN TALENTED IN MUSIC

1. Has good coordination.
2. Has a good sense of rhythm.
3. Has excellent discrimination.
4. Understands musical symbols and relationships vividly.
5. Shows enjoyment of musical activities.
6. Performs with musical feeling.
7. Has a degree of tonal memory.
8. Responds readily to rhythm, melody, and harmony.
9. Plays one or more musical instrument well and/or sings well.
10. Makes up original tunes.

CHARACTERISTICS OF CHILDREN WITH CREATIVE WRITING TALENT

1. Can introduce, develop, and conclude a story interestingly.
2. Using ingenuity in expressing ideas in an unusual manner.
3. Limits story-telling to only the essential details.
4. Expresses ideas logically.
5. Selects descriptive words that convey meaning vividly and makes the characters come alive.
6. Includes interesting details while still keeping the central idea uppermost.
7. Enjoys composing original poems and stories.
8. Can express feeling of the characters to make them seem real.

CHARACTERISTICS OF CHILDREN WITH DRAMATIC TALENT

1. Readily shifts into the role of another character, animal or object.
2. Shows interest in dramatic activities.
3. Uses voice to reflect changes of idea and mood.
4. Understands and portrays the conflict in the situation, when given the opportunity to act out a dramatic event.
5. Communicates feelings by means of facial expression, gestures, and bodily movements.
6. Enjoys evoking emotional responses from listeners.
7. Shows unusual ability to dramatize feelings and experience.
8. Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
9. Gets a good deal of satisfaction and happiness from play-acting or dramatizing.
10. Writes original plays or makes up plays from stories.
11. Can imitate others; mimics people and animals.

CHARACTERISTICS OF CHILDREN TALENTED IN DANCE

1. Demonstrates awareness of space: line, volume, shape, direction.
2. Performs with strength, flexibility, agility, endurance.
3. Is able to endure physically the high energy demands of dance.
4. Demonstrates an effective body instrument and skill in moving.
5. Demonstrates a musical sense--timing and phrasing of movement.
6. Responds to rhythmic changes involving meter, pattern, accent.
7. Responds to quality changes in movement.
8. Displays an ability to project and relate to the audience.
9. Displays an openness to the ideas of others and to experimentation.
10. Demonstrates, through work and in narrative, an openness to new ideas and eagerness to experiment both in and out of main area of interest.

CHARACTERISTICS OF CHILDREN WITH ARTISTIC TALENT

1. Draws a variety of things (not just jets or horses or people).
2. Put depth into pictures, plans pictures, and uses good proportion.
3. Takes art work seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try out new materials and experiences.
6. Fills extra time with drawing and paint activities.
7. Uses art to express his own experiences, his own feelings.
8. Is interested in other people's art work. Can appreciate, criticize, and learn from other's work.
9. Likes to model with clay, carve soap, or work with other forms of three-dimensional art.

CHARACTERISTICS OF CHILDREN WITH MEDIA TALENT

1. Demonstrates an awareness of basic camera functions.
2. Has a knowledge of basic printing and processing procedures.
3. Demonstrates an openness to new ideas.
4. Is able to film ordinary surroundings in an imaginative way.
5. Film techniques display appropriateness to subject matter.
6. Demonstrates skill in the effective use of natural and artificial lighting.
7. Displays attention to the quality of the media presentation.
8. Displays an awareness that the quality of presentation directly affects the quality of response.
9. Is interested in other people's work.

ALLEGHENY INTERMEDIATE UNIT

Suite 1300 · Two Allegheny Center · Pittsburgh, PA 15212
(Area Code 412) 323-5782

EXCEPTIONAL CHILDREN'S PROGRAM

December 7, 1977

Dear Student:

Your school district has selected you to participate in a program called "Career Education for the Talented." It is a demonstration project funded by the United States Office of Education to enable students in grades 4-9 to explore art areas in which they are talented and to help them see how they may use their talents in a variety of occupations.

There will be a Saturday workshop session each month from January through June at Keystone Oaks Middle School in Dormont. Students in grades 4-6 will meet on the second Saturday of the month, and students in grades 7-9 will meet on the third Saturday of the month. Your parents must provide transportation, but your school district can provide you with the names of other students in the program so that you may be able to make up a carpool. On these Saturdays, you will have an opportunity to hear professional people talk about their careers and how they incorporate art, music, creative writing, dance, drama, or media into their work. Then there will be activities which will show you how you may use your interests and talents in thinking about choosing a career. The Saturday meetings will be from 9:00 until 3:30, and you will need to bring a lunch.

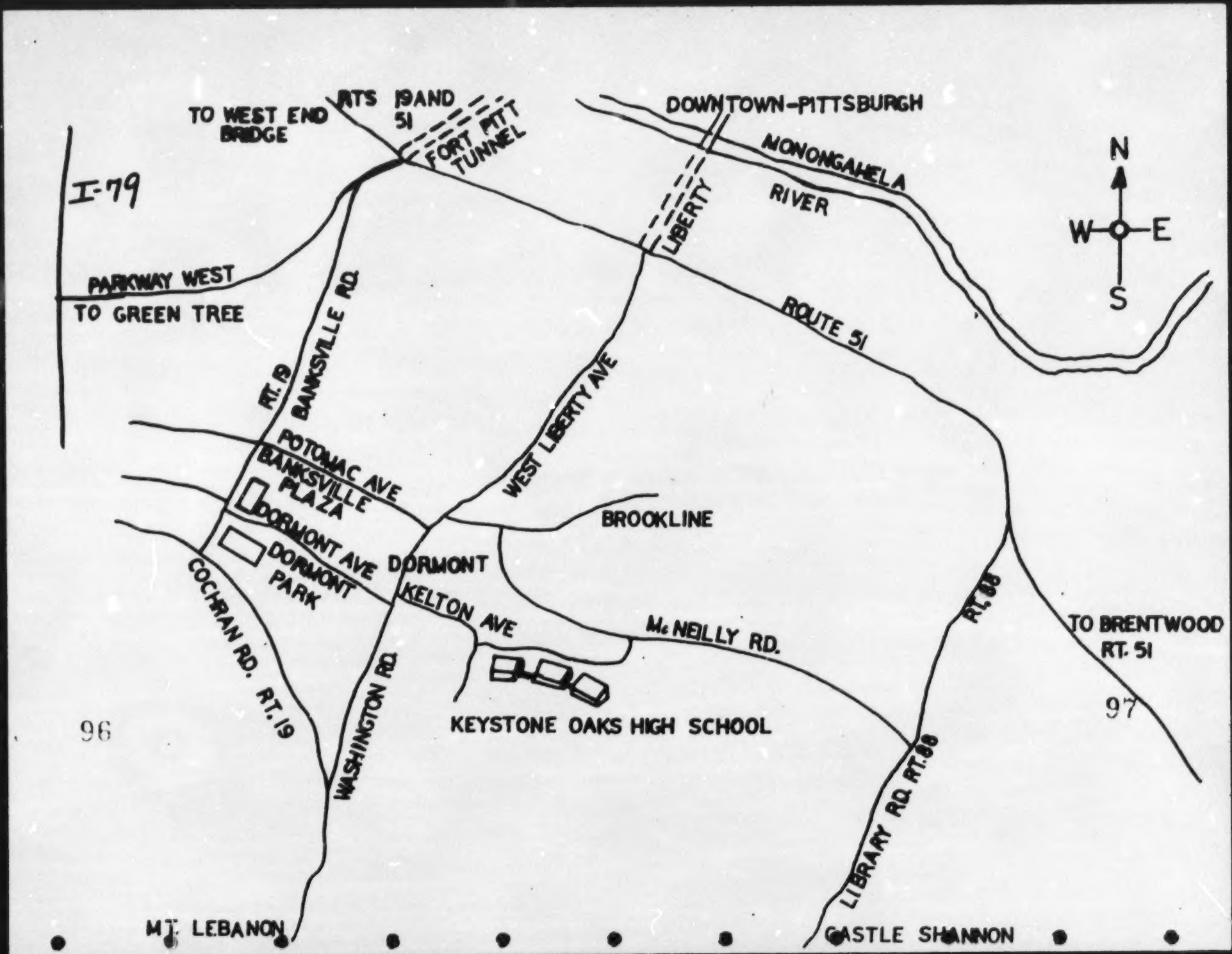
In order to answer your questions about the program, we will have a meeting for participants and parents on Wednesday, January 4, at 7:30 at Keystone Oaks High School. Please see the map on the reverse side of this letter which will show you how to get to the school. If you are not able to take part in this program, please give this letter to the person at your school who spoke to you about it and ask him/her to give the information to another student. We are looking forward to having you in the program and hope to see you on January 4.

Sincerely,

Susan U. Fletcher

Susan U. Fletcher
Director

SUF/rs: 2/13


TO WEST END BRIDGE
RTS 19 AND 51
FORT PITT TUNNEL
DOWNTOWN-PITTSBURGH
MONONGAHELA RIVER
I-79
LIBERTY
N
W
E
S
PARKWAY WEST
TO GREEN TREE
RT. 19
BANKSVILLE RD.
ROUTE 51
WEST LIBERTY AVE
POTOMAC AVE
BANKSVILLE PLAZA
DORMONT AVE
DORMONT PARK
DORMONT
BROOKLINE
COCHRAN RD. RT. 19
KELTON AVE
McNEILLY RD.
RT. 88
TO BRENTWOOD RT. 51
WASHINGTON RD.
KEYSTONE OAKS HIGH SCHOOL
LIBRARY RD. RT. 88
MT. LEBANON
CASTLE SHANNON

96

97

Appendix J

TO: Parents of participants in the Career Education Program for the Talented

FROM: C.E.P.T. Staff

RE: Program information for those unable to attend the January 4 meeting; reminders for those who were at the meeting.

CAREER INFORMATION PACKAGE: Enclosed is a schedule of sessions, brief list of guideline questions, and a list of careers that the coordinators will be using in one part of each session to direct the students' career exploration. This will give you an idea ahead of time about the career element of the session, but your child will receive additional information about each session geared to his grade level and group (art, music, dance, drama, media, or creative writing).

DIRECTIONS TO JAY NEFF MIDDLE SCHOOL: From Banksville Road - Turn left onto Dormont Avenue at the Banksville Plaza intersection; at a fork in the road bear right up the hill; at Annapolis Avenue turn right; Jay Neff Middle School is a red brick building (3200 Annapolis).

From West Liberty Avenue - From Route 51 or the Liberty Tubes, go two--three miles up the hill (West Liberty Avenue); one block before Dormont Oldsmobile Dealer make a right onto Park Boulevard (there is a Lutheran Church on the right at that corner); go all the way to the end of Park Boulevard; turn left onto Annapolis; Jay Neff Middle School is a red brick building (3200 Annapolis).

TIMES: 9:00-3:30 for each session
LUNCH: 11:45-12:45 (bring your own lunch)

PHONE NUMBERS: In case of an emergency the pay phone on the floor where we will be meeting at Jay Neff Middle School is 561-9277. Please do not call the school about C.E.P.T. information because the school staff will be unable to answer your questions.
The phone number of the Allegheny Intermediate Unit Gifted and Talented Education office is 323-5829.

REMINDERS: Please dress casually and comfortably in clothes you can "work" in. Drama students should wear tennis shoes. Dance students wear leotards and tights if you have them and, if possible, bring an old pillowcase.

Music students are encouraged to bring instruments if they have them.

Those who are in art, media, and writing, feel free to bring an example of your work.

We look forward to seeing your child at the January session. We were delighted that so many students and parents were at the meeting on January 4 and we hope to have further communication and contact with parents as the programs progresses. As you drop off or pick up your child we would be happy to have you ask us questions or respond to what we have done so far.

SF/mc/4:4

Appendix K

Career Education Program for the Talented

Career Information Packet

Program Goal: Talented students, grades 4-9, will become more aware of careers related to the art area in which they have exhibited talent.

Schedule of Saturday Sessions:

	Grades 4-6	Grades 7-9	
I.	Jan. 14	Jan. 21	Introductory Session: "Why Man Creates;" pretests; Interviewing a Practicing Professional: guidelines and questions; project possibilities
II.	Feb. 11	Feb. 18	Career Exploration: Discovering the arts in the fields of Advertising, Entertainment, Communication, Practicing Professionals; Workshop
III.	Mar. 11	Mar. 18	Career Exploration: Discovering the arts in the fields of Religion, Social Sciences, Psychology, Education; Practicing Professionals; Workshop
IV.	Apr. 8	Apr. 15	Career Exploration: Discovering the arts in the field of Business, Law, Government, Science; Practicing Professionals; Workshop
V.	May 13	May 20	Career Exploration: Careers directly related to the arts; Practicing Professionals; Workshop
VI.	June 10	June 17	Final Session: Workshop Project Presentations; post-tests.

Questions for Session II

1. What is advertising?
2. What kinds of things do advertisers do?
3. How might each of the arts fit into advertising?
4. What is entertainment?
5. What kinds of entertainers can you think of?
6. Who is in the entertainment field besides entertainers?
7. How might each of the arts fit into the entertainment field?
8. What is communication?
9. What kinds of communication and communicators can you think of?
10. How might each of the arts fit into the communications field?
11. How would studying English help you in a career related to the arts?

The following are sample careers which might combine one or several arts and advertising, entertainment, or communication.

package designer	commercial actor	radio/TV commercial composer
magazine editor	audio engineer	commercial dancer
cloth designer	sports commentator	instrumental musician
stage designer	choreographer	cinematographer
newspaper reporter	layout artist	disc jockey
script writer	mime	sign painter
stamp/coin designer	camera operator	comic strip artist
poet	arranger	conductor
director	puppeteer	filmmaker

Do you know what all of these job titles mean?

Can you think of more careers in these fields which might use art, music, dance, drama, media or creative writing?

To add to this list look at want ads, yellow pages, T.V. credits (after a TV program), the copyright page (which lists staff positions) in magazines, programs from musical or dance events, playbills, school and public libraries.

Questions for Session III

1. What is religion?
2. Who is involved in religion besides clergy (ministers, priests, rabbis)?
3. How might each of the arts fit into the field of religion?
4. What is Social Science?
5. What fields are considered social sciences?
6. How might each of the arts fit into the field of Social Science?
7. What is psychology?
8. Who is involved in psychology besides psychologists?
9. How might each of the arts fit into the field of psychology?
10. What is education?
11. Who is involved in education besides teachers and professors?
12. How might each of the arts fit into the field of education?
13. How would studying history help you in a career in the arts?

The following are sample careers which might combine one or several arts and Religion, Social Science, Psychology, or Education:

archeologist	choral director	biblical interpreter
linguist	dance historian	art/play/music/dance therapist
audience research analyst	art critic	researcher in kinesics
literary critic	film critic	A/V coordinator
dance instructor	political writer	satirist/political cartoonist
silversmith	organist	drama critic
calligrapher	church architect	anatomy teacher

Do you know what all these job titles mean?

Can you think of more careers in these fields which might use art, music, dance, drama, media, or creative writing?

To add to this list look in the yellow pages, ask a member of the clergy, ask a teacher, look in want ads, go to a school or public library for information.

Questions for Session IV

1. What is business?
2. What do businessmen and businesswomen do?
3. How might each of the arts fit into the field of business?
4. What is law?
5. Who is involved in law besides lawyers?
6. How might each of the arts fit into the field of law?
7. What is government?
8. What types of things do government agencies do?
9. How might each of the arts fit into the field of government?
10. What is science?
11. How many branches of science do you know of?
12. How might each of the arts fit into the field of science?
13. How would studying science help you in a career related to the arts?
14. How would studying math help you in a career related to the arts?

The following are sample careers which might combine one or several arts and business, law, government, or science:

medical illustrator	furniture refinisher	piano tuner
chemist at Pittsburgh Paints	electronic musician	lighting designer
environmentalist	science fiction writer	lithographer
inventor of media equipment	dance psysiologist	insurance appraiser
ceramic engineer	landscape architect	copyrighter
computer artist	dentist	dance studio owner
theater owner	photo engraver	plastic surgeon
technical illustrator	scientific photographer	manager of musical group

Do you know what these job titles mean?

Can you think of more careers in these fields which might use art, music, dance, drama, media, creative writing?

To add to this list, look in the yellow pages (especially under U.S. Government, Pennsylvania, and your city or town). Businesses will be listed throughout the yellow pages. Also check lists of civil service exams, want ads, science textbooks and your school or public library.

Questions for Session V

1. How are music, dance, art, creative writing, drama, and media related to each other.

2. Why are they all referred to as "arts"?

3. If you are particularly interested in one of the six art areas, how can a knowledge of each of the others help you as you learn about your major interest?

4. What do the words motif and theme mean?

5. Define the words in the following statement and then discuss it:

   Using VARIETY for interest and REPETITION for unity an artist achieves a balance between chaos and monotony.

6. Apply this statement to each of the six art areas we are examining.

Make a list of careers in the arts which were not mentioned in any previous session. Try to make a thorough list for each of the six art areas but concentrate on the art areas which interest you most.

Appendix L

Career Education Program for the Talented

Demographic Questionnaire

Name_____

Please answer the following questions by placing a check mark opposite the correct answer.

1. School District

Allegheny Valley _____

Avonworth _____

Baldwin-Whitehall _____

Bethel Park _____

Brentwood _____

Carlynton _____

Chartiers Valley _____

Churchill _____

Clairton _____

Deer Lakes _____

Elizabeth Forward _____

Gateway _____

General Braddock (Eastern Area) _____

Hampton _____

Highlands _____

Keystone Oaks _____

Mon Valley _____

Mt. Lebanon _____

North Allegheny _____

North Hills _____

Pittsburgh Diocese _____

Plum _____

Quaker Valley _____

Riverview _____

South Park _____

Turtle Creek _____

Upper St. Clair _____

West Allegheny _____

West Jefferson Hills _____

West Mifflin _____

Wilkinsburg _____

2. Grade Level

Grade 4, 5, or 6 _____

Grade 7, 8, or 9 _____

3. Major Art Area of Interest

creative writing _____

music _____

drama _____

dance _____

media _____

art _____

4. Sex

Female _____

Male _____

5. Minority Group

Black _____

White _____

American Indian _____

Oriental _____

Spanish surname _____

6. Ethnic Group

If you know your ethnic heritage, please write

7. Parental Educational Level

(please check highest level attained, place two checks if they are still attending)

Grade School _____

High School _____

Technical School _____

College _____

Graduate School _____

This information is requested by the Department of Health, Education and Welfare U. S. Office of Education. Response is optional.

Appendix M

Career Education Program for the Talented
Career Knowledge Survey

Name_____

Grade_____

Art Area of Interest_____

The following questions are designed to find out what you know about different careers. You will not be graded on these questions and they will not affect your grade in any class. It is very important, however, that you try to do your best.

DIRECTIONS: Select only one answer for each question. Answer by circling the letter that corresponds to the answer you choose.

1. A layout artist

   a. illustrates books
   b. designs space arrangements on pages of books
   c. binds books
   d. does photography for book companies

2. If you were interested in art and geography, which of the following careers would be a good one for you?

   a. environmentalist
   b. map maker
   c. animator
   d. architect
   e. graphic artist

3. If you were interested in art and entertainment, which of the following careers would be a good one for you?

   a. photographer
   b. model
   c. animator
   d. architect
   e. writer

4. Which of the following people is considered a performing artist?

   a. actor
   b. photographer
   c. painter
   d. sculpter

5. A person who is interested in art and drama might be most suited to a career in

   a. architecture
   b. lighting design
   c. set design
   d. lithography
   e. elocution

6. A science background would be most helpful in which of the following theater careers?

   a. director
   b. film critic
   c. sound technician
   d. set designer

7. A choreographer is a:

   a. dance critic
   b. print maker
   c. dance maker
   d. person who works with leather

8. A dance therapist

   a. studies famous dances
   b. uses movement as a way to communicate
   c. works special equipment
   d. teaches social dancing

9. A person who analyzes and studies movements, skills, and patterns is a

   a. kinesiologist
   b. optometrist
   c. cardiologist
   d. none of the above

10. Which of the following people writes books?

   a. editor
   b. novelist
   c. publisher
   d. literary agent
   e. linguist

11. A film critic

   a. reviews movies
   b. opposes violence on TV
   c. splices film for movies
   d. advertises movies

12. Which of the following is considered a "fine art"?

   a. poetry
   b. library science
   c. school teaching
   d. fashion design
   e. anthropology

13. What is the abbreviation for the federal agency responsible for mass communication in the United States?

   a. F.A.C.
   b. M.C.A.
   c. F.C.C.
   d. N.B.C.

14. Which of the following people uses the camera in his/her work?

   a. graphologist
   b. cinematographer
   c. cartographer
   d. choreographer

15. Of the following careers, which would require excellence on an instrument?

   a. studio musician
   b. disc jockey
   c. music business attorney
   d. instrument repair person

16. Which of the following careers would require literary talent?

    a. composer
    b. music critic
    c. church musician
    d. choreographer

17. A person who studies the history and science of music is a

    a. music therapist
    b. composer
    c. musicologist
    d. paleontologist

TRUE/FALSE

18. An advertising copywriter creates the drawings, photographs, and words for a magazine advertisement.

19. Stained glass is becoming a lost art because churches are not being built with stained glass windows.

20. The earliest drama was connected with religious ceremonies.

21. In order to become a professional dancer, a child must start dancing before he/she is ten years old.

22. The word media is the plural of medium and refers to kinds of mass communication such as newspapers, radio, and TV.

23. Record companies pay disc jockeys and radio stations to play the records they sell.

24. A cantor is a vocal musician who participates in or conducts religious services.

I would like to gain the following from my participation in the Career Education Program for the Talented: (check as many answers as you want).

____ awareness of careers in many art areas

____ awareness of careers in my area of art interest

____ knowledge of different career opportunities in many art areas

____ knowledge of different careers in my area of art interest

____ other (please list)

Appendix N

Career Education Program for the Talented
Career Information Packet Rating Form

Using this form and the attached computer sheet, we would like you to evaluate the Career Information Packet. The Packet consists of all of the materials that you were given at each workshop.

Base your evaluation on the completeness of the information contained in the Packet using the following five-point scale:

A = Very complete
B = Moderately complete
C = Somewhat complete
D = Barely complete
E = Incomplete

Code your answers onto the computer sheet by blackening in the circle below the answer you have chosen. Make sure the item number you are answering matches the number on the computer sheet. Also print your name and art area on the line at the top of the computer sheet marked NAME.

Please rate only the Packet on this form and not the actual presentations or workshops. If you have any comments, write them on the back of this sheet.

How complete were:

	Very	Moderately	Somewhat	Barely	Incomplete
1. Program goals	A	B	C	D	E
2. Schedule of program events.	A	B	C	D	E
Overall description of each session's topic.					
3. Session 1	A	B	C	D	E
4. Session 2	A	B	C	D	E
5. Session 3	A	B	C	D	E
6. Session 4	A	B	C	D	E
Specific description of the:					
7. Careers	A	B	C	D	E
8. Follow-up activities included in the <u>first</u> session.	A	B	C	D	E
Specific description of the:					
9. Careers	A	B	C	D	E
10. Follow-up activities included in <u>second</u> session.	A	B	C	D	E
Specific description of the:					
11. Careers	A	B	C	D	E
12. Follow-up activities included in the <u>third</u> session.	A	B	C	D	E

Specfic description of the:	Very	Moderately	Somewhat	Barely	Incomplete
13. Careers	A	B	C	D	E
14. Follow-up activities included in <u>fourth</u> session.	A	B	C	D	E

After you have finished, please check to see if you have:

1. Written your name and art area on the top line marked NAME.

2. Made your marks dark; and they completely fill the circle.

Career Education Program for the Talented
Career Awareness Checklist

For each of the following careers that are listed below, indicate which source has given you the most information using the following five sources:

A - the C.E.P.T. project
B - School (counselors, teachers, etc.)
C - Parent or family member
D - Other non-school, non-family adult
E - Other

Code your answers onto the computer sheet in the same way as you did for the Career Information Packet. Make sure the item number you are answering matches the number on the computer sheet.

		CEPT Project	School	Parent or Family Mem.	Other Adult	Other
20.	Broadcast advertiser	A	B	C	D	E
21.	Theatre technical director	A	B	C	D	E
22.	T.V. producer	A	B	C	D	E
23.	Dance/art/music therapist	A	B	C	D	E
24.	Minister of Music	A	B	C	D	E
25.	Art/Music/Creative Writing/etc. teacher	A	B	C	D	E
26.	Free lance artist/photographer/etc.	A	B	C	D	E
27.	Estate lawyer	A	B	C	D	E
28.	Anatomist	A	B	C	D	E
29.	Sculptor	A	B	C	D	E
30.	Director of music school	A	B	C	D	E
31.	Educator in museum	A	B	C	D	E

Appendix O

Career Education Program for the Talented
Program Checklist
and
Interview Guide Sheet

Area Coordinator: _____ Art Area: _____

Using the following scale of 5 to 1, rate each student on his/her presentation according to the 6 categories:
5 = high, 4 = moderate, 3 = adequate, 2 = inadequate, 1 = not at all

Also indicate by a yes or no whether each student completed an Interview Guide Sheet and indicate the adequacy of the interv...

Student Name	Relationship to talents used in the specified career choice.	Use of the students own talents.	General artistic quality.	Innovativeness/ Creativity	Organization of material.	Communication to audience.	TOTAL SCORE	Completed a written interview (yes/no)	Adequacy of completed interview. 3 = very 2 = adequate 1 = poor	Did student present a project in his/her regular classroom.

Appendix P

Career Education Program for the Talented
Coordinator Log

Coordinator Name_____

Coordinator's Art Area_____

Title of Presentation/Career Choice_____

Grade Level (4-6)_____ (7-9)_____

Referring to the presentation answer the following questions. Base your answers only on the presentation not past knowledge or experience.

1. What is (are) the necessary talent(s) for this career?

2. What type of personality is best suited for this career?

3. What is (are) the necessary physical requirement(s)?

4. What is the training/education needed to prepare for this job?

5. How much would this training/education cost?

Advantages

Please list as many advantages as presented. If none were given for a certain category, please write "none given."

1. Economic

2. Social (ex. prestige)

3. Geographical

4. Psychological/emotional

5. Physical

6. Religious

7. Work schedule

Disadvantages

Please list as many disadvantages as presented. If none were given for a certain category, please write "none given."

1. Economic

2. Social

3. Geographical

4. Psychological/emotional

5. Physical

6. Religious

7. Work schedule

What different types of materials (ex. transparencies, films, blackboard, tapes) did this presenter use in his/her presentation?

What techniques (ex. lecture, group discussion, debate, role playing) did this presenter use in his/her presentation?

22. Did the speaker discuss the relationship between his career field and one specific art area?

23. Did the speaker discuss the relationship between his career field and several art areas?

24. Did the speaker provide information about careers in his field other then his own?

25. Did the speaker discuss topics relevant to careers in the arts in general (ex. creativity, talent, training, practice)?

26. Could the speaker provide information in response to student questions about his talk?

Apprndix Q

CAREER EDUCATION PROGRAM FOR THE TALENTED
PARENTAL QUESTIONNAIRE

Would you please take a few minutes to complete the following questionnaire. Your responses will be included with the responses gathered from other parents. The data will then be utilized in the overall program evaluation to help in the planning of next year's project.

You will find a stamped self-addressed envelope enclosed to return your completed questionnaire.

Please feel free to make any additional comments on the back of the questionnaire.

Child's talent area (check one)
_____ Media
_____ Creative writing
_____ Art
_____ Music
_____ Drama
_____ Dance

1. How many presentation/workshop sessions did you attend? (Circle one.)

   1 2 3 4

2. Identify the most appropriate career choices that you were exposed to, which you feel offer possible future employment opportunities for a child such as yours. Please try to identify at least five. (Please place a check mark in front of the careers that you choose.)

   _____Animator
   _____Architect
   _____Broadcast advertiser
   _____Layout artist
   _____Lighting designer
   _____Theater technical director
   _____Set designer
   _____TV producer
   _____Graphic artist
   _____Sound technician
   Critic
   _____film
   _____music
   _____art
   _____literary
   _____Choreographer

Therapist
- _____dance
- _____art
- _____music

_____Kinesiologist

_____Novelist

_____Minister of music

_____Cinematographer

_____Musicologist

_____Lithographer

Teacher
- _____art
- _____music
- _____creative writing
- _____drama
- _____dance

_____Cantor

_____Photojournalist

_____Free lance artist

_____Free lance photographer

_____Free lance writer

_____Copyright lawyer

_____Estate lawyer

_____Anatomist

_____Sculptor

_____Director of Music School

_____Educator in Museum

Thank you for your cooperation.

Appendix R

CAREER EDUCATION PROGRAM FOR THE TALENTED

CURRICULUM PACKET EVALUATION FORM

For each of the following categories, please rate the completedness of each section of the curriculum using the following five point scale:

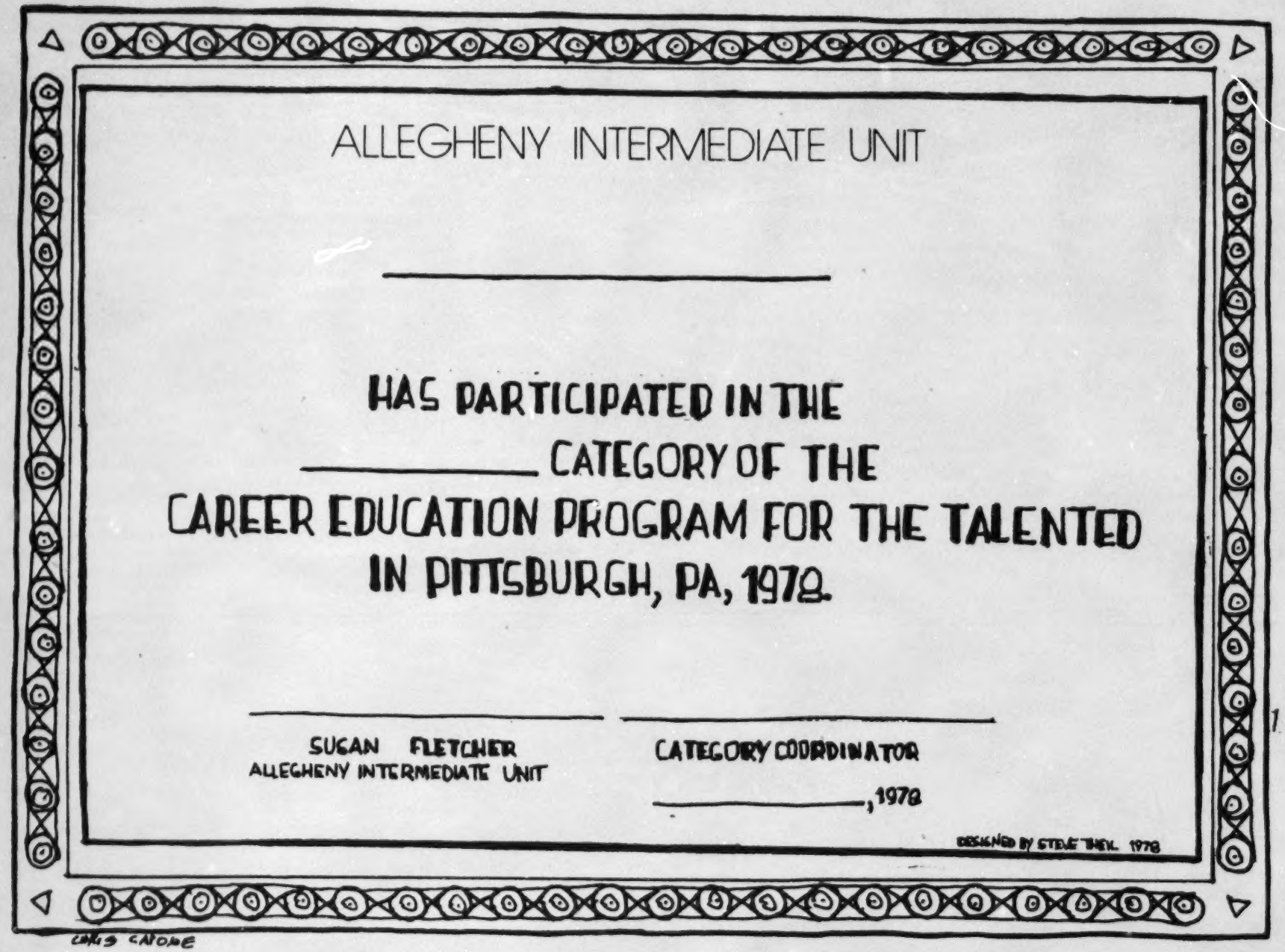
5 = Very Complete
4 =
3 = Somewhat
2 =
1 = Not at all

	Very		Somewhat		Not at all
1. Participant Population					
a. Selection procedure	5	4	3	2	1
b. Demographic Data	5	4	3	2	1
2. Details of Program Operation					
a. Schedule	5	4	3	2	1
b. Travel arrangements	5	4	3	2	1
c. Location	5	4	3	2	1
3. Project Objectives	5	4	3	2	1
4. Specific Content of Each Workshop					
a. Process	5	4	3	2	1
b. Curriculum	5	4	3	2	1
5. Selection Criteria of Staff	5	4	3	2	1
6. Evaluation Techniques	5	4	3	2	1

Below, list any additions or deletions, especially for any section(s) which you consider to be incomplete or that you feel are needed.

Additions:

Deletions:


ALLEGHENY INTERMEDIATE UNIT
_____
HAS PARTICIPATED IN THE
_____ CATEGORY OF THE
CAREER EDUCATION PROGRAM FOR THE TALENTED
IN PITTSBURGH, PA, 1978.
_____
SUSAN FLETCHER
ALLEGHENY INTERMEDIATE UNIT
_____
CATEGORY COORDINATOR
_____, 1978
DESIGNED BY STEVE SHEL 1978
CHRIS CATONE

APPENDIX T WAS REMOVED BECAUSE IT IS ALREADY CONTAINED IN ERIC AS A SEPARATE DOCUMENT (ED 177 778).

Appendix U

ALLEGHENY INTERMEDIATE UNIT
Two Allegheny Center
Pittsburgh, PA 15222

Discovering Careers in the Arts

CONTACT: Mrs. Barbara P. Sipler, 323-5711
Sue Fletcher, 673-1888

Jeff is a serious artist. Joan writes poetry. Kim has taken dance lessons for seven years. These talented suburban students share the same dream--they are interested in careers in the arts.

For students with these ambitions, the Allegheny Intermediate Unit (AIU) is offering a new Saturday program to provide a down-to-earth introduction to careers in the arts. The program started in January and will run until June, conducted at Jay Neff Middle School, Keystone Oaks School District.

The Career Education Program for the Talented, funded under a federal grant of $36,335, has attracted 249 students in grades 4-6 and 7-9. Each group meets once a month to hear from professionals about their arts-related jobs in advertising, entertainment, education, business and law, government, educatio psychology and mental health, religion and science, communications, and the arts themselves. Sue Fletcher of 911 Fawcett Ave., McKeesport, a former English teacher in the McKeesport School District, is directing the AIU program.

In February students heard from Amy Droz, producer of KDKA's program "Exactly What"; Fred Albitz, broadcast advertising consultant; and George Elmer, technical director, Pittsburgh Public Theater. At the Saturday morning sessions the professionals demonstrate materials and techniques used in their jobs, and at the afternoon sessions students put this information into practice. March speakers will include specialists in dance therapy, education and religion.

The program helps students explore a wide range of careers in their

particular field of talent. The participating students have shown creative abilities in creative writing, theater, art, media, dance, and music.

Participating school districts are: Allegheny Valley, Avonworth, Baldwin-Whitehall, Bethel Park, Brentwood, Carlynton, Chartiers Valley, Churchill, Clairton, Deer Lakes, Elizabeth Forward, Gateway, Hampton, Highlands, Keystone Oaks, Mt. Lebanon, North Allegheny, North Hills, Plum, Quaker Valley, Riverview, Shaler, South Fayette, South Park, Turtle Creek, Upper St. Clair, West Allegheny, West Jefferson, West Mifflin, Wilkinsburg, St. Bonaventure School, St. Bernard's School, St. Maurice School, and Mon Valley School for Exceptional Children.

Instructors in the Saturday program, conducted by the gifted program of the AIU, are: Gretchen Pearson of 1404 Bower Hills Rd., Mt. Lebanon--creative writing; Peggy Kuhn of 3121 Middletown Rd., Sheraden--music; Mary Ramsey of 5507 Margaretta St., East Liberty--dance; Larry Rippel of Charleroi--media; Ronald Greer of 3708 Northfield Dr., Gibsonia, a teacher in the North Allegheny School District--drama; and Susan Donley of 700 10th St., Oakmont--art.

##

about special ed

what's SO SPECIAL

Fall, 1977 Allegheny Intermediate Unit Pittsburgh, Pennsylvania

Individual Education Program In High Gear

Final regulations for P.L. 94-142, the Education for All Handicapped Children Act of 1975, published on August 23, 1977, have cleared up confusion over when Individual Education Programs (IEPs) are due. The deadline for IEPs written for 8,000,000 handicapped children in the United States is October 1, 1977.

Since Pennsylvania has been setting up training programs for teachers to learn how to write IEPs throughout the 1977-78 school year to meet the previous Pennsylvania October 1, 1978 deadline, completion of 24,000 IEPs in the Allegheny Intermediate Unit presents a monumental problem in logistics.

"The State Department has maintained that October 1, 1978 was to be the due date for completion of IEPs within the Commonwealth," states Dr. Roger Meehan, director of the AIU's Exceptional Children's Program. "After a meeting in Washington, the PDE felt the deadline had to be changed to October 1, 1977. This places a heavy burden on districts and on the AIU."

Dr. Meehan stresses that the Exceptional Children's Program is making every effort to comply with Federal regulations and has informed parents of children in the program of the accelerated schedule, inviting them to select a time and date for their child's IEP conference. A priority system has set up conferences for children whose teachers and parents have indicated their desire for an early conference.

This issue of "What's So Special About Special Ed?" takes an in-depth look at the Individual Education Program as operated by the Allegheny Intermediate Unit.

Teachers In Training For IEPs

A team of 13 IEP trainers, under the direction of IEP Coordinator Dennis Barrett, is immersed in the fine points of Individual Education Program (IEP) writing as it trains teachers in the 46 school districts, the special centers and private schools.

P.L. 94-142, the Education of All Handicapped Children Act, has raised prescribing an individual curriculum for each child in a special education program to an art. The state is providing $532,000 EHA-B funds this year for training every teacher who has a special education student in his or her class. The trainers help teachers write goals and objectives for each child. They also help the teachers as needed before, during and after an IEP conference is held, and will provide intensive in-service in districts and centers for administrators, parents and teachers.

The IEP trainers from the LD Program are: Sue Pascoe, Marjorie De Paul, Barb Sleith, Joanne Nicotera, Alma Buksar, Bob Binder and Renee Schapira. Vincent Valicenti, Dr. Frank Ameruoso, Audrey Theis, Paul DeBor and Helen Sobehart are on a one year leave of absence from their school districts. Dr. Carolyn Heil, former project director at A.W. Beattie Area Technical School, is also a trainer.

Ten Years Old And Growing

On November 1 the Learning Disabilities Program of the AIU celebrated ten years of service in Allegheny County Schools. Over 75 teachers, administrators, board members, state special education representatives and legislators attended a formal dinner and program commemorating those who have worked to develop the program into one of the most successful and recognized ones in the country.

"We started with two classes, one at Logan School in Bethel Park, and one at Sewickley Elementary, Quaker Valley School District, and with about 16 students," said Dr. Beverly School, LD supervisor, who was supervisor of elementary EMR and vision classes before putting the LD Program together. "Now we have 120 teachers, one instructional advisor, four master teachers and 1,500 children in the classes." Also, countless parents and educators have learned a new understanding of what it feels like to be learning disabled through workshops given by Dr. School and her staff, in schools and around the country.

A slide presentation traced the evolution of the program and pointed out current directions in this area of special education.

NEWS NOTES

➤ The first parents' handbook for an ECP special center was recently published and distributed to all Pathfinder parents. The handbook, compiled by the AIU and the Pathfinder Advisory Committee, was one of several curricular, administrative and budgetary recommendations made by the Committee to the IU Board, and includes information on such items as: program of instruction, parent-teacher conferences, student records and ancillary services, as well as school procedures.

"The handbook sets a tremendous precedent for other centers to follow," says IU Board member Gloria S. Smith. The handbook was edited by AIU information specialist Barbara Sipler.

➤ School Lunch prices have increased ten cents for the adult Type A lunch and five cents for a student reduced price lunch, but the regular student Type A lunch price remains unchanged. Certain á la carte items have increased five cents and ten cents.

➤ Sentry Life Insurance Company is the carrier for the special schools' student accident insurance for the 1977-78 school year. The rate is $5.00 for each elementary and secondary pupil, with an option for 24-hour coverage at $20.00 per student. Brochures are available at the centers.

➤ Project THOR (Training Habilitators for the Retarded) is in its second year of training teachers and administrators in vocational evaluations, job analysis, adjustment and placement for TMR students. During the first year of the federally funded project, trainers from the Pennsylvania Dept. of Education introduced the school workshop concept and how to convert existing facilities for that purpose.

➤ The 1977-78 school year marks another first for the AIU's Gifted Program. The first secondary classes for gifted students opened in ten school districts: Brentwood, Duquesne, General Braddock, Shaler, South Allegheny, South Park, Sto-Rox, Steel Valley, West Mifflin and Montour. This brings to 29 the number of classes operated by the AIU in 21 school districts in Allegheny County serving 1,868 children.

➤ Two new classes for hearing impaired students, one at Jefferson Junior High in Mt. Lebanon, and one at North Allegheny's Carson Middle School, bring to a total of three the number of junior high classes for hearing impaired in the school districts. In-service programs were given for teachers who have hearing impaired students in their classes.

➤ By reassigning personnel the program for socially and emotionally disturbed students opened a new secondary class in Chartiers Valley School District, a new secondary class at Sunrise School, and additional classes in middle schools in Turtle Creek, West Allegheny and Elizabeth-Forward School Districts.

Board Accepts ECP Budget

The AIU Board adopted the 1977-78 $17,681,000 budget for the Exceptional Children's Program at its October 24 meeting. This year's budget, called "very austere" by ECP director Dr. Roger Meehan, reflects only a 6.7% increase over last year's $16,541,000 budget. "We have had difficulty keeping on an even keel, let alone add any new services," said Dr. Meehan. This year's budget was delayed because the state legislature did not pass the state budget until August 24.

New Projects Given Go-Ahead

Two projects have received funding for the ECP's Gifted and Talented Program. "Leadership for Creative Growth" is a $39,031 Title IV-C federal project sponsored by Deer Lakes School District and operated by the AIU to train 40 teachers and 30 administrators to become aware and sensitive to the needs of gifted students. A series of workshops will expose the educators to effective methods of developing the leadership potential of secondary gifted students. Project director is Dorothy Welsh.

"Career Education for the Talented" is a $36,335 federally funded project geared to exciting interest and appreciation in 550 talented students in grades 4-9 for career opportunities available in the art area where they show talent. The students will be exposed to possible career choices in advertising, entertainment, education/criticism, business/law, psychology/mental health, religion and science. The project intends to demonstrate a worthwhile way to increase career awareness. Each school district, non-public school or special center will select 12 students who are talented in creative writing, theater, art, media, dance or music.

The Learning Disabilities Program (LD) is developing the Improved Individual Instruction Program (IIIP), a $107,000 federally funded project designed to help teachers develop and update individual education programs (IEPs). A computer retrieval system will give teachers access to appropriate resource materials and techniques. The teachers will then evaluate their effectiveness within their own classrooms. Diagnostic teaching, formal and informal reassessment of the child's progress, and frequent updating of the initial prescription will occur every two to three weeks. Because of the great number of IEPs to be written and updated over a shortened time, the computer retrieval system is being designed to increase teacher efficiency, provide parents, teachers and supervisors with a better understanding of what happens in the classroom, and show any gains in math and reading in the project's initial four classrooms. Barbara Minick is IIIP Project director. Dr. Beverly School supervises Learning Disability classes.

news&notes February 10, 1978

STATE OFFICIALS HERE TODAY

Secretary of Education Caryl M. Kline and Commissioner for Basic Education Frank S. Manchester are in the Pittsburgh area today and will visit Sunrise School for Exceptional Children, Monroeville, this morning. At noon they will meet with more than 70 principals from the county at Hospitality Inn, Penn Hills, and at 1:30 p.m. a meeting will be held with superintendents at the AIU. At 3 p.m. the state officials will meet with AIU staff members for a briefing on programs and services offered by the AIU.

BOARD VOTES

The AIU Board of Directors has voted to retain Dr. Harold E. Oyer, executive director, and Dr. W. Wayne Brandon, assistant executive director, for four-year terms beginning July 1. The action was taken at the Jan. 23 board meeting. Both Drs. Oyer and Brandon hold certificates of commission from the Department of Education. Dr. James F. Jordan, also an assistant executive director, did not seek reappointment and will retire on June 30. Candidates have been interviewed for this position during the past two months, and it is expected that the post will be filled in early spring.

SATURDAY'S CHILD

Saturdays are a special day for 250 talented children from 26 school districts. They've been trudging through the snow to learn about careers in the arts in a new program sponsored by the gifted program. It's an opportunity to hear from professionals about their arts-related jobs. In February they'll talk with people in television, advertising, theater, dance therapy, and the museum. Monthly sessions are held for both grades 4-6 and 7-9 under a federal grant of $36,335. The meeting place is Jay Neff Middle School, Keystone Oaks.

A HELPING HAND

A total of 230 youths, ages 16 to 21, will get a big push toward careers in the Youth Employment Training Project just launched in 13 school districts by the AIU. The AIU has received $326,485 in federal funds through a contract with the Allegheny County Job Power Program to provide counseling, to find job sites, and to place these youths in jobs. Ronald Bolam, former EMR work experience coordinator with the Beaver Valley IU, has joined the AIU staff to direct the program which focuses on potential dropouts from low income families. A work-education model to fit the individual needs of the districts will be developed as part of the program Youths from the Exceptional Children's Program and Institutionalized Children's Program also will take part. An attempt will be made to place participants here at the AIU.

BOARD DAY

Board Day will be held Tuesday, Feb. 14, at the AIU. AIU board members will tour the offices at Allegheny Center and will review internal services. Earlier this year board members visited special education schools and institutions.

HONOR BESTOWED

Recognition as an exemplary program has been received by the Political-Legal Education Project from the Department of Education. A certificate of commendation was awarded to Dr. Daniel Nicholes, project director, who now may apply for federal funds to develop materials to let others in the state know about the program. In this project, now in its second year, students in grades 3-6 learn about the law through activities and projects both in and out of the classroom. Forty public and parochial teachers are involved this year. The project was one of 25 in the state singled out for this honor.

SOMETHING NEW

A new Adult Basic Education program (ABE) for severely mentally retarded adults will start Feb. 21 at Robinson Center, McKees Rocks. "We will work with 15 adults, many previously institutionalized," Thomas Gleinn, ABE supervisor, reports. "We are going to provide supportive educational services to improve the chances of these adults returning to community living." Robinson Center is a residential center operated by PARC (Pa. Association for Retarded Citizens).

This is the first time the AIU is using ABE funds to work with adults with severe retardation. The program will be offered four nights a week by a teacher and a counselor, and the adults range in age from 18 to 80. ABE courses also are provided by the AIU at Marcy Habilitation Center, Mayview and Dixmont State Hospitals, and Southwest Rehabilitation Center--all through the Institutionalized Children's Program.

ATTENTION ALL SECRETARIES

The Allegheny County Educational Secretaries Association will host a buffet dinner and fashion-beauty clinic for spring on Thursday, Feb. 23, at Kaufmann's new 11th floor auditorium. Reservations may be made with Frances Forsythe, 323-5710.

AT THE CINEMA

A 20-minute slide show to explain the IEP process is now available from the IEP office, 323-5836. The show, "Special Education--A Time to Grow," was produced by Paul DeBor, IEP trainer, for use with parents and school officials. Thirteen IEP trainers now crisscross the county working with teachers in the 46 districts, special schools and private schools. Parents are involved in the IEP conferences, and that's where the slides will help a great deal, says Dennis Barrett, IEP coordinator.

USE YOUR PHONE BOOK

Starting Feb. 12 there will be a charge for certain directory assistance calls in the 412 area code. Each Centrex telephone user at the AIU will be able to make three dialed calls each billing period, at no extra charge, to Directory Assistance in the 412 area code. Two numbers may be requested with each call. After that, each additional call will be 10 cents, and calls placed to Directory Assistance with the help of the operator will be 20 cents. The number for Directory Assistance will be 555-1212.

Allegheny Intermediate Unit

mini-workshops & exhibits

90th Annual School Directors Convention

April 27, 1978

School directors are invited to select three Mini Workshop topics, located at tables in the cafeteria or in adjacent rooms. Each Mini Workshop will run 25 minutes. A bell will signal the end of each session, and participants will move to another workshop.

MINI WORKSHOP 1. COMPETENCY BASED EDUCATION (Cafeteria)

If you read Sunday's Press, you know that the minimum competency movement could be the major school reform of the 20th century. This reform would touch every part of school instruction. Meet local administrators who have been tackling the problems of what competencies? how and when to be measured? what about minimums? what about the incompetent? LEADERS: Keystone Oaks--Dr. Harry Faulk, Superintendent, and Dr. Peter O'Donnell, Director of Secondary Education; Turtle Creek--Dr. Wayne Doyle, Superintendent; Allegheny Valley--Dr. Donald McGhee, Superintendent, and Dr. Robert Paserba, Instructional Leader; AIU--Dr. Therese Walter, Assistant Director of Instructional Support Services.

MINI WORKSHOP 2. SPEECH AND HEARING (Cafeteria)

Approximately 100 speech and language clinicians work every day with students in your school districts and special education schools. LEADER: AIU--Dr. Diane Eger, Coordinator of Speech, Hearing & Vision

The Hearing Program operates 14 classrooms in your districts, provides the services of six itinerant hearing clinicians, and serves students in the special schools. Who are these children and what are the newest trends in deaf education? LEADER: AIU--Mildred Dovey, Supervisor of Hearing.

MINI WORKSHOP 3. EDUCATING THE JUVENILE DELINQUENT (Cafeteria)

There are 2,500 children on probation in this county. These youths are in your schools. Learn how the AIU provides supportive services to help these students. LEADER: AIU--Mary Farmer, Institutionalized Children's Program.

Delinquent children stay at Shuman Learning Center, formerly Juvenile Detention Center, until the court makes disposition of their cases. The AIU provides an intensive diagnostic education program at Shuman. LEADER: AIU--Donna Curry El, Institutionalized Children's Program.

MINI WORKSHOP 4. TEACHING ABOUT PRIVATE ENTERPRISE (Cafeteria)

A new course in business is being field tested this year in 12 districts to teach high school students about the private enterprise market system. It's a big push to promote economic literacy funded by Pittsburgh businesses and foundations. LEADERS: Shaler Area--Don Bender, Teacher; AIU--Linda Stahl, Project Director.

MINI WORKSHOP 5. UNDERSTANDING THE JUSTICE SYSTEM (Cafeteria)

The Political-Legal Education Project helps elementary students explore the need for rules and laws, who makes the laws, and how they are enforced. Students get an inside look at our legal system. LEADERS: North Allegheny--Joyce Sabatino, Teacher; AIU--Dr. Daniel Nicholes, Project Director.

MINI WORKSHOP 6. WHAT ARE STUDENTS SAYING?--STUDENT FORUM (Cafeteria)

Student Forum has been taking a year-long look at ways to improve student-teacher relations with the help of 20 teachers from your districts. Student Forum has a membership of one junior and one senior from each high school in the county. The group meets monthly at the AIU. LEADERS: Churchill--William Griffith, Teacher; Upper St. Clair, Barbara Simpson, Student Forum Member; AIU--Marion Karl, Student Forum Adviser.

MINI WORKSHOP 7. ALTERNATIVE EDUCATION PROGRAMS--DAY TREATMENT CENTERS AND UNWED MOTHERS (Cafeteria)

As fewer delinquents are institutionalized, Day Treatment Centers are becoming increasingly important. Delinquent youths live at home and report to the Day Treatment Centers for educational support services. LEADER: AIU--Henry DeLuca, Institutionalized Children's Program.

The AIU is responsible for the education of unwed pregnant students at three maternity homes. LEADER: AIU--Barbara Adler, Institutionalized Children's Program.

MINI WORKSHOP 8. COMMUNITY BASED LEARNING (Faculty Dining Room)

In this new program which is sweeping the nation, schools ask the community to share in the education of students. Students intern in zoos, museums, hospitals, airports, and agencies during school hours and receive credit, no pay, and a big boost in their transition to adulthood. LEADERS: North Hills--Richard Napolitan, Principal, and Jerri McGregor, Project Phoenix; AIU--Elizabeth Cessna, CBL Project Director.

MINI WORKSHOP 9. IEP's (INDIVIDUAL EDUCATION PROGRAMS) (Across from cafeteria)

IEP's are required by law to be prepared for every child enrolled in or about to enter a special education program. Your school district is very involved in IEP's, and parents are required to help write the IEP's. LEADER: AIU--Dennis Barrett, IEP Coordinator

MINI WORKSHOP 10. CAREER EDUCATION FOR THE GIFTED (Location: Across from cafeteria)

Talented students in the 4th through 9th grades spend one Saturday each month learning about careers in the arts. Six youngsters will be on hand to tell you about the new program. LEADERS: North Hills--Vicki Weidler; Hampton--Steve Theil, Bill Nagel, Rich Kolkman; North Allegheny--Donnell Hartswick; Keystone Oaks--Kathy Burke; AIU--Sue Fletcher, Project Director.

RECEIVED
FEB 15 1979
GIFTED

OUR SCHOOLS

Vol. 2 - No. 3 NORTH HILLS SCHOOL DISTRICT Spring Issue

Budget $ 1978-1979 $

The budget building process for the school year 1978-79 began December of 1977. All principals, coordinators and administrators received preliminary budget request forms and bid request forms which gave the input for the 1978-79 school year zero-based budget. These forms, when completed, cover everything from pencils to textbooks and new equipment. The building principal, teachers and coordinators all work together to evolve a building budget within their allotted dollar ($) figure per student.

Following the budget calendar, "bids" will be let, received and awarded all within the prescribed budget per building and program.

The preliminary budgets will be submitted to the business office for compilation. They then go to the data center for key-punching from which we will obtain our print-outs giving the overall picture of the requests. The rationales behind the requests will be studied by the Superintendent and the Board of Education. Only the "necessities" are under consideration at this time.

During this period the Business Manager prepares his estimated revenues from State and Local sources and indicates all fixed charges. Then, with input from all other departments such as curriculum council, pupil personnel services, standard evening high school, etc., a complete preliminary budget is formulated. Before it is presented to the Public and the Board of Education a tremendous amount of "Blood, Sweat and Tears" will have been expended during countless meetings, revisions and recommendations. Shown below is the first tally of the building requests. If you have any questions about your school's budget feel free to contact your building principal. The time for your input is now - before a final budget is approved.

The final budget that is to be presented in April, will have many hours of work behind it by all the aforementioned but especially the business office and data center who will have coordinated all the input it takes to produce an acceptable school budget for the Board of Education and You, the public, whose tax dollars enable the children of the North Hills School District to have the finest education possible with rationale and justification for all programs involved.

Glenn Mamula, Business Manager

School	Enrollment	Textbooks 0221	Supplies 0222	Audio-Visual 0224	Misc. 0229	Repair-Replace 0643	Equip. 1243	Building Total
Berkeley	404	2,967.43	10,796.45	1,207.28	204.95	1,054.43	1,605.84	17,836.38
Ham/Martin	390	1,969.71	13,534.96	1,058.61	721.20	131.10	99.90	17.515,48
Highcliff	340	1,632.88	11,127.45	598.43	618.78	4.40	1,014.70	14,996.64
Highland	321	5,060.72	5,371.00	2,001.20	500.00	708.20	826.00	14,467.12
McIntyre	300	4,312.94	5,826.65	435.88	1,305.53	225.00	1,394.00	13,500.00
Northway	415	3,332.86	12,158.32	800.00	217.00	797.63	1,208.00	18,513.81
Oak/Ridge	417	4,813.52	10,129.24	1,905.94	150.00	1,355.85	410.45	18,765.00
Perrysville	380	2,994.30	10,305.21	1,364.55	--	1,543.85	833.10	17,041.01
Seville	356	3,125.10	9,473.34	593.52	275.00	100.00	1,758.09	15,325.05
Ross Jr.	590	4,824.49	18,392.39	2,100.11	1,482.25	1,627.14	2,155.68	30,582.06
West View Jr.	500	1,017.18	17,389.77	3,404.92	532.00	2,609.58	1,057.00	26,010.45
Morrone	3,028	11,660.12	43,109.26	8,081.25	2,626.21	10,007.33	4,830.20	80,314.37
Senior Hi.		25,961.59	51,273.96	4,285.44	3,089.50	4,794.59	5,904.55	95,309.63
TOTAL	7,441	73,672.84	218.888.00	27,837.13	11,722.42	24,959.10	23,097.51	380,177.00

The above represents CRITICAL BUDGETS by Building with the following dollar cost per student:

$45.00 per student - Elementary $52.00 per student - Junior High $58.00 per student - Senior High

DISCOVERING CAREERS IN THE ARTS

Susan enjoys music. Gemma writes very well. Bob is a serious artist. These talented students are attending a new Saturday program, sponsored by the Allegheny Intermediate Unit (AIU). Its purpose is to excite in the students an interest and appreciation for career opportunities available in the art area where they have exhibited talent. The students attend sessions conducted one Saturday a month at Keystone Oaks School District.

A maximum of 550 students is participating with each school district in Allegheny County selecting twelve students with talent in one of the following areas: creative writing, theater, art, media, dance and music.

Our participants are:

Berkeley Hills - Karen Angell, Creative Writing.

McIntyre - Kristin Morrell, Music and Tracy Weigant, Theater.

Perrysville - Beth Ann Brady, Art; Susan Paul, Music; Robert Schuster, Art; and Robert Strobel, Creative Writing.

Morrone - Jess Hoffmeister, Music.

Ross Jr. High - Gemma Erny, Creative Writing.

West View Jr. High - Patrick Foley, Theater; Vicki Weidler, Art; and David Wolford, Media.

STUDENT SECURITY PROGRAM IN EFFECT

The Student Security Council, an update of what has been known as the "hall monitor" of the past, was put into effect in the high school on March 1, 1978. It is patterned after a successful program in the Prince George County Public Schools Maryland.

Volunteers from the eleventh and twelfth grades will be stationed throughout the buildings primarily to deter personal and public property losses. These patrols will be connected to district security officer, Al Cohen, via "walkie-talkie". If any problem arises, the students are to contact Mr. Cohen rather than take action themselves.

There have been no problems with the program thus far; however, it will be monitored and evaluated from March to June and if found successful, will be implemented for the upcoming school year.

FACTS ABOUT OUR BUSINESS EDUCATION PROGRAM

DO YOU KNOW I I

. . . Many businesses require male secretaries because the nature of their business is unsuitable for women.

. . . Employment of secretaries and typists is expected to increase faster than the average FOR ALL OCCUPATIONS through the mid-1980's.

. . . Although many new types of automated office equipment have been introduced in recent years, NO ADVERSE IMPACT on employment of secretaries is expected.

. . . Secretaries can earn over $100 a month more than typists

. . . One can earn a minimum of $1 per page by typing term papers in college.

. . . The January 1977 Federal Wage Study reports that the weekly salaries in the Pittsburgh Labor Market are:

Secretaries	$180.00 -	$248.50
Stenographers	148.50 -	199.00
Accounting Clerks	129.00 -	217.50
Typists	115.00 -	153.00
File Clerks	107.00 -	136.50

. . . Babylonian scribes took dictation on clay tablets more than 5,000 years ago.

. . . North Hills senior business students take Civil Service exams for county, city, state, and federal government employment. The 1978 yearly salary for Clerk-Stenographer I is $8,372; Clerk-Typist I, $8,117.

. . . A North Hills graduate will spend over $1,000 for a shorthand course that could be taken at no cost to North Hills.

. . . Some of the 1977 North Hills Business Education graduates are working at U.S. Steel, National Mine Service, Federal Government, Vermont Life Insurance Company, Bell Telephone Company, Dollar Savings, Bernhard Realty, Gilson Engineering, and West View Water Authority.

. . . The North Hills Business Education program prepares students for immediate employment upon graduation as a secretary, stenographer, typist, clerk-typist, general bookkeeper, payroll clerk, accounting clerk, adding and calculating machines operators, and duplicating machines operator.

OUR SCHOOLS

Superintendent - Joshua Geller — Assistant Superintendent - Paul Jary

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